

RECRUITING OLDER STUDENTS TO BACCALAUREATE
COLLEGES AND UNIVERSITIES

By

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Abstract of Dissertation Presented to the Graduate School
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The purpose of this study was to identify techniques and strategies which are considered by admissions directors to be most effective in recruiting older students to baccalaureate colleges and universities over the next decade and to identify the skills and competencies which will aid admissions officers in implementing these techniques. A secondary purpose was to determine if there is any difference in how admissions directors from large and small colleges view recruitment of older students.

The participants in this study, Directors of Admissions at 43 large and 33 small colleges, were sent a three iteration Delphi survey. They were asked to list, rate, and measure techniques and strategies needed to recruit older students in the next decade and to list skills and competencies needed by admissions personnel to recruit older students in the next decade.

The results of the Delphi survey produced a list of 139 unduplicated suggestions for recruiting older students and 75 unduplicated

suggestions for admissions skills and competencies and found statistical significance between large and small school responses in 13 items.

From these results the following conclusions and recommendations were drawn:

1. Directors of Admissions have an extensive knowledge of ways to serve older students' needs and have a willingness to do so.
2. Directors of Admissions would like to have marketing expertise in their admissions staff.
3. Large and small institution Directors of Admissions have similar views of the recruitment of older students and the skills, knowledge, experience, and personal characteristics needed in individuals to recruit older students.
4. Directors of Admissions have knowledge and understanding of marketing practices as a group but few have systematically applied marketing theory to the recruitment of older students.
5. Directors of Admissions should be involved in campus planning for older students.
6. Pre-service and in-service training of admissions personnel should include marketing theory and practice.

CHAPTER ONE INTRODUCTION

A crisis is threatening institutions of higher education in the United States, a crisis of reduced enrollments and changing populations (Tucker, 1977, p. 4). A number of colleges have closed their doors because they were unable to attract enough students to pay the bills (Magarrell, 1980a, p. 1). Other colleges are going through massive curriculum and public relations facelifts in order to survive (Anderson & Andreas, 1977, p. 8). Institutional change, which was spurred by student protest in the sixties and seventies and by philosophical shifts in the fifties and before, is now a matter of institutional survival (Ihlanfeldt, 1980, p. 3).

Student personnel workers have often categorized themselves as change agents, but they have often seen their role as helping students grow rather than helping institutions grow. However, with institutions straining to respond to their changing markets, student personnel workers who are responsible for attracting and retaining new students can be one focal point for institutional change (Ihlanfeldt, 1980, p. 2).

During the 1960's and 1970's, the traditional college age population of 18 to 24 year olds increased to a peak of over 29 million in 1980. However, by 1990 it is estimated that this age group will diminish to about 25 million. If current percentages of

enrollment by this age group continue, nearly 800,000 fewer students will be in higher education (Magarrell, 1980a, p. 1). The result could be the closing of as many as 200 small colleges which rely heavily on this traditional age group (Magarrell, 1980b, p. 1). This could also mean the closing of departments within otherwise unaffected colleges and universities.

On the positive side of the ledger is the potential market of "nontraditional students" which has increased in total number enrolled and percentage enrolled in the last decade. By "nontraditional students" we mean students at least 25 years old, minority students, or lower income students. This term refers to the groups of people previously underserved by higher education. As Carol Frances (1980) notes throughout College Enrollment Trends: Testing the Conventional Wisdom Against the Facts, the percentage of participation of these groups is likely to continue to increase in the next decade, with the most dramatic increases seen in the 25 and over group. The institutions which will survive these shifts in enrollment and population will be those institutions which are able to shift their programs and recruitment strategies to meet the expectations and needs of these "nontraditional students."

Statement of the Problem

Recruitment strategies that entice 18 to 24 year olds often do not interest older students. For example, the practice of contacting high school counselors and sending direct mailing to graduating seniors will not reach older students. However, the problem goes deeper than

merely mistargeting publicity. Potential students are looking at colleges and universities in terms of what short- and long-range benefits can be gained by spending a number of years and a lot of money pursuing a particular degree. To attract older students, colleges must be able to prove that these desired benefits will be forthcoming.

If college recruiters misrepresent the potential benefits of a particular course of study, the institution will see higher dropout and transfer rates and disinterested alumni (Pape, 1974; Barton, 1978). If recruiters do not spend sufficient time and effort making their potential markets aware of their programs and potential benefits, then enrollments may decline in an increasingly competitive market. If a school offers programs which are not in line with its potential students' goals, then its curriculum should be examined. Examining student needs and wants in terms of institutional goals and objectives is a process common to business and industry--marketing.

Purpose

The purpose of this study is to identify techniques and strategies by using a Delphi technique which are considered by admissions officers to be most effective in recruiting older students to baccalaureate undergraduate colleges and universities over the next decade and to identify the skills and competencies which will aid the admissions officer in implementing these techniques.

Research Questions

Specifically, the following research questions addressed are

1. What specific methods and activities should be developed and implemented during the next decade to attract older students to baccalaureate programs in colleges and universities?
2. What skills and competencies will admissions officers need to recruit older students during the next decade?
3. Are there significant differences in the ratings of the above two lists by larger and smaller institutions?

A number of assumptions are inherent in these research questions. Rationale for these assumptions will be presented in the review of the literature in Chapter Two.

1. Marketing concepts as delineated by Kotler (1975) provide a useful theoretical framework for analyzing college recruitment.

2. Recruitment is most commonly a function of the admissions office but is not limited to admissions personnel.

3. Current directors of admissions have the experience necessary to identify future practices and skills needed for recruitment of older students.

4. A "future" study will produce a more timely estimate of what is needed in the recruitment of older students than in a historical study.

5. The Delphi technique is the best method to use to forecast the methods, skills, and competencies mentioned above.

Rationale and Theoretical Framework

The term "marketing" is one which has been avoided until recently by university administrators (Litten, 1980; Lucas, 1979). They view the term with suspicion, equating it with "hucksterism" and "high pressure sales" (Ihlanfeldt, 1980; Shipp, 1981). However, marketing is exactly what admissions officers have traditionally done in concert with all other administrators before students ever arrive on campus (Ihlanfeldt, 1980).

Marketing is the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchange of values (items of value) with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization's offering in terms of the target markets' needs and desires, and on using effective pricing, communication and distribution to inform, motivate, and service the markets. (Kotler, 1975, p. 5)

The university admissions officers attempt to attract highly qualified students to spend money and time at their institutions in exchange for a quality education (Ihlanfeldt, 1980, p. 13). Obviously, the precise target group will vary from institution to institution. In this study we will examine how to attract students at least 25 years old. But it must be emphasized that the marketing of a university is a larger, more comprehensive effort than simply attracting students. The efforts of the public information officer, the development officer, and the college deans are all part of the marketing effort (Ihlanfeldt, 1980, pp. 62-65).

"The societal marketing concept is a consumer needs orientation backed by integrated marketing aimed at generating consumer satisfaction

and long-run consumer welfare as the key to satisfying organizational goals" (Kotler, 1975, p. 47).

Societal marketing for universities is an attempt to satisfy institutional goals by providing services necessary to generate student satisfaction and long-run alumni welfare. Marketing is designed to aid institutions in two ways:

1. By improving the level of satisfaction of students and alumni with the services and quality of education provided, and
2. By improving the efficiency of marketing activities.

"A marketing orientation is . . . an attitude on the part of the administrators and employees that their job is to understand their clients' needs and to satisfy them" (Kotler, 1975, p. 10).

This new marketing orientation in universities has forced some to examine whether they were satisfying students' needs and providing for long-term satisfaction (Ihlanfeldt, 1980, pp. 14-15). Liberal arts education has been brought under close scrutiny because a BA in liberal arts was not considered a very useful credential by graduates in seeking jobs (Harris, 1978). Professional schools have been attacked because the skills their graduates took to the marketplace were not "relevant."

Why should university administrators adopt a marketing attitude? Marketing is a systematic assessment of the needs and wants of specific segments of the public which the institution wishes to serve. These assessments can lead to systematic revisions in curriculum, auxiliary services, locations, times and costs of offerings, and methods of publicizing available services.

In fact, marketing principles may be of greater value than financial principles in solving educational problems. In the business sector, the job of the marketing function is to help the organization focus on the needs and wants of current and potential customers. (Fram, 1973, p. 57).

But marketing is more than mere institutional presentation and the generation of information. It is also the development and delivery of educational and auxiliary services for which there is a desire or need or, preferably, both, at a price and under financing arrangements that permit the intended beneficiaries to take advantage of the services. (Litton, 1980, p. 43)

Marketing not only supplies the public with information but, also, performs the following functions:

1. Analyzing the group you wish to attract.
2. Designing services in response to the marketing research in (1).
3. Delivering services in ways and prices that are attractive to the target group.
4. Presenting this information in a manner which is most appealing.

The 60's and 70's have forced change on the universities, but what will the forces of the 80's bring to bear upon them? Higher education is entering an era of educational and institutional "future shock." Some institutions will cease to exist in ten years (Magarrell, 1980a, p.1). Others will be greatly altered. Still others will remain essentially the same. However, Toffler notes that

. . . the faster the rate of change, the more attention must be devoted to discerning the pattern of future events. . . . To create a super-industrialized education, therefore, we shall first need to generate

successive, alternative images of the future. . . .
 It is only by generating such assumptions, defining,
 debating, systematizing and continually updating
 them, that we can deduce the nature of the cognitive
 and affective skills that the people of tomorrow
 will need to survive the accelerative thrust.
 (Toffler, 1970, p. 403)

With a rapid rate of change, universities must anticipate future trends to maintain their vitality. Administrators cannot assume traditional practices will work. Thus techniques of extrapolating future situations, such as the Delphi technique, are valuable in guiding institutional policy (Judd, 1972).

The Delphi technique was developed by Helmer and associates at the RAND Corporation in the early 1950's. Its primary purpose is to forecast future events by repeatedly polling a panel of experts as to what they consider to be likely future occurrences. "The Delphi technique is useful to identify goals and objectives, array possible alternatives, make future projections/forecasts, establish priorities, reveal group values, gather information, (and) educate a respondent group" (Moore, 1977, p. 4). However, one must keep in mind a number of assumptions inherent in this technique.

1. Group judgments are superior to individual ones.
2. Anonymity brings greater rationality to the decision-making process.
3. Group pressure tends to consolidate group opinion.
 (Skutsch & Hall, 1973, pp. 5-6).

It also tends to diffuse the responsibility for the ultimate outcome, so that no one person has to accept total blame for a seemingly radical conclusion.

The Delphi technique summarizes and accumulates the opinions of a large number of experts, then proceeds to force them to rank these

opinions into what they feel collectively will be most likely to occur. Obviously, the predictive power of this technique is only as good as the judgement and experience of the experts. Nonetheless, the collective judgement of a group of experts can bring to light more facets of the problem, more years of experience, and more possible solutions than a single individual. Thus, this group of experts can, with a higher probability, predict future situations, particularly in complex situations requiring a wide array of answers. Since it is not practical to gather a large group of experts physically together, combining them by using the Delphi technique provides a viable answer.

One of the most appropriate uses of the Delphi technique is as a planning tool to establish priorities of group members. In this study, admissions officers will be asked to list and prioritize those techniques which will be used to attract older students and the skills and competencies needed by new members of their profession.

The Importance of This Study

This study of university marketing will have two primary foci:

1. Future recruiting practices aimed at attracting older students.
2. The skills and competencies needed by admissions officers in accomplishing number 1.

Each focus has different possible impacts. The results of the Delphi technique requesting information on recruiting practices will bring to light the direction admissions officers should take to save their universities from declining traditional age enrollment. Older students

could very well be the one client group which will increase in both percentage and actual numbers of college enrollment in the next ten years. The universities that anticipate this demographic shift may be able to see actual increases in their enrollments while others that remain indifferent or hostile to older students may see declines. The marketing process involves not only "selling" an institution but also designing programs and services which meet the needs of groups to which the admissions officers must appeal. Thus, the very practice of marketing a university to older students will lead to institutional renewal. The second Delphi process will provide information concerning the competencies and skills admissions personnel need to fulfill the mission of increasing enrollments by older students. The results will be of great interest to professors of counselor education or professors of student personnel who are involved in training future admissions officers. This study could very likely lead to curriculum revision and changes in required courses in some programs.

Boundaries of This Study

The sample will be limited to chief admissions officers at randomly selected four-year universities and colleges. All questions and rounds of questions will refer to the recruitment of older students. For the purpose of this study, "older student" is defined as an undergraduate at least 25 years old. Questions will not refer to race, gender, or any other demographic characteristic of students.

Definitions

Admissions officer--"The Director of Admissions is the chief administrative officer in charge of admitting students to an institution" (Quann, 1979, p. 14).

Baccalaureate colleges and universities--Institutions of higher education which offer the baccalaureate degree.

Delphi technique--"The Delphi Technique is a method for the systematic solicitation and collation of judgements on a particular topic through a set of carefully designed sequential questionnaires interspersed with summarized information and feedback of opinions derived from earlier responses" (Delbecq, Van de Ven, & Gustafson, 1975, p. 10).

Marketing concept--"The marketing concept is a consumers' need orientation backed by integrated marketing aimed at generating consumer satisfaction as the key to satisfying organizational goals" (Kotler, 1975, p. 46).

Marketing--"Marketing is the performance of business activities which direct the flow of goods and services from the producers to consumer or user in order to satisfy consumers and accomplish the company's objectives" (McCarthy, 1975, p. 19).

Older students--Students in undergraduate higher education who are at least 25 years old.

Organization of the Following Chapters

Chapter Two is a review of the literature which focuses on the following areas:

1. Enrollment trends
2. The role and function of the admissions officer
3. Recruiting older students
4. Marketing in higher education
5. Delphi technique.

Chapter Three describes the methods and procedures used in this study.

Chapter Four is a presentation of the survey findings.

Chapter Five contains the summary, conclusions and recommendations.

Following Chapter Five is a bibliography and a number of appendices which contain the formats used in the three rounds of the Delphi procedure.

CHAPTER TWO A REVIEW OF THE RELATED LITERATURE

The importance of examining the shifts in population and the shifts in enrollment in colleges and universities cannot be over-emphasized. Perhaps as many as 200 colleges and universities could be forced to close in the next ten years (Magarrell, 1980a, June 9, p. 1). Shifts in population and shifts in enrollment statistics had best be recognized by admissions officers in order to counteract these changes by effective recruitment and admissions of heretofore underserved groups in higher education (Hodgkinson, 1976, p. 7). As a basis for the need of this investigation of recruitment practices for admissions officers, this chapter reviews the pertinent literature that reveals the nature and severity of these trends. In addition, other sections deal with the general topics of recruitment and admissions in higher education, marketing for nonprofit organizations, and the Delphi technique which is used to examine this problem.

Enrollment Trends

Over the last decade, enrollment trends have been closely watched by the Carnegie Commission on Higher Education, the Carnegie Council on Policy Studies in Higher Education, and the American Council on Education. The enrollment predictions and recommendations

of all these study groups have been fairly consistent in their predictions: (1) the decline of the 18 to 24 year old cohort; (2) steady rates of participation in higher education; and (3) a net decrease in the real number of students of this age enrolled in U.S. colleges and universities in the next two decades.

The Carnegie Commission on Higher Education in New Students and New Places (1971, p. 1) reported that over the last century student enrollments have doubled every 14 to 15 years. However, over the remaining decades after the study there would be the following trends:

1970-1980	59% increase
1980-1990	1% decrease
1990-2000	30% increase

This would produce 13,500,000 students in 1980, 13,300,000 students in 1990, and 17,400,000 students by the year 2000. However, if the recommendations of the Carnegie Commission outlined in this report were put into practice, then the 1970 to 1980 percent increase would only be 47%, producing 12,500,000 students in 1980, 12,300,000 students in 1990, and 16,000,000 students in 2000 (p. 4). For whatever reasons, the latter predictions have held true to date (Magarrell, 1981a, p. 1).

One of the major reasons for this slowdown in enrollment increases is the decline in the rate of increase of 18 to 24 year olds (CCHE, 1971, p. 11). However, part of this slowdown is offset by the projected increase in the participation rates of this age group:

1970	26%
1980	33%

1990	38%
2000	41% (p. 14)

What in effect this does is to level off the actual number of enrollees 18 to 24 years old by the end of the century. This will encourage institutions to increase their programs for adults, those over age 24, to continue even a relatively steady growth cycle (CCHE, 1971, p. 50). Quite probably some institutions will be able to shift their emphasis to the adult student and others will not. Those that do not could fail. Thus the idea of recruiting older students will be a matter of necessity forced on institutions because of the rapid shifts in the traditional college age cohort.

Peterson (1972), reporting on enrollment trends in 1971, found that though the total undergraduate enrollment was up by 2.5% from 1970 to 1971, the first time freshman enrollment had dropped by 1.7% and part time undergraduates had risen by 4.2%. We can easily assume from this that students older than the average age constituted the cause of enrollment increases as early as a decade ago.

The Carnegie Foundation for the Advancement of Teaching (1975, p. 45) projected that enrollments will level off in 1982, 18-21 year old headcounts will decline during the eighties, and the number of students over the age of 21 will increase steadily throughout the remainder of the century. Their reservations include uncertainties in social and economic policy which could affect enrollments. These include rates of unemployment, the volunteer army, price and wage stability, lifestyle changes, and veterans benefits to name a few.

As Carol Frances (1980) points out in College Enrollment Trends, much of the conventional wisdom about the enrollment trends is wrong.

She contends that much of the horror of decreasing enrollments is aimed at the decrease in the relative percentage of normal age white males attending college, though the decrease is more than offset by increases in actual numbers of women, blacks, and older students. The total head count enrollment in colleges is only 62.1% students 18 to 24 years old. The remainder are older students. As Frances points out with statistics from the U.S. Bureau of Census, the 18 to 24 year old population is projected to peak in 1981 and decline for at least 13 years and perhaps longer. In addition the percent of the 18 to 24 year old population that is enrolled in college is decreasing. Thus the net result is the reduction in the absolute numbers of 18 to 24 year olds enrolled in college. Frances further predicts that though there will likely be a decrease in college enrollment of 18 to 24 year olds of approximately 1.1 million, this will be more than offset by increases in both number of people over 25 and increases in percentage of those over 25 attending college. These two factors alone will increase enrollments nearly 1.5 million.

The Carnegie Council on Policy Studies in Higher Education (1980) predicts a 19% decline in undergraduate enrollments by 1997 due to declines in the 18 to 24 year old cohort (p. 37). However, about half of this decline will be offset by enrollments of those 25 years old and older. They are, therefore, predicting a total decline of undergraduate enrollments between 1978 and 1997 of between 5% and 15% or back to the enrollment levels of the early 1970's (p. 46). These would be much larger if it were not for the moderate rates of increase projected by them for adult students (p. 168).

One of the effects of the decreasing rate of 18 to 24 year olds in college is the increase in the number of colleges that must close their doors. Magarrell (1980a) reports that in the 1960's, 77 institutions closed, whereas in the 1970's, 177 institutions closed. Most of these were small, private, four-year, liberal arts schools. The National Center for Educational Statistics predicts that if decreases in enrollment continue, more than 200 institutions will close during the 1980's.

One of the social policies advocated by the Reagan administration is the reduction in student financial aid (Higher Education Daily, Dec. 16, 1981). Though final budget figures have not cleared the Congress, the National Association of Financial Aid Administrators (Hook, 1981) warns that as many as 750,000 students could be forced out of colleges and universities. The hardest hit will be independent four-year colleges and universities.

The U.S. Census Bureau (Magarrell, May 4, 1981), in analyzing enrollment trends of older students, found that if current trends continue, by 1990 the total number of older students in higher education will increase by 939,000 while the total number of students under the age of 25 will decrease by 803,000, resulting in a net increase of 136,000 or, if the rate of increase in older student attendance holds, it will totally counterbalance any decreases in the under 25 year old attendees.

Thus, generally there will be a steady level of enrollment over the next 10 to 20 years. However, there will be a decline in 18-24 year old undergraduates and an increase in older undergraduates.

If colleges and universities are not responsive to these trends, many of them will be forced to close.

The Role and Function of the Admissions Officer

"The Director of Admissions is the chief administrative officer in charge of admitting students to an institution" (Quann, 1979, p. 14). As such, he/she is in charge of the recruiting function of the institution, to provide sufficient numbers of individuals to fill whatever quotas and goals the institution may have.

As Quann further describes, this recruitment function involves many techniques such as visits to high schools and two-year colleges, visits to campus by prospective students, parents and counselors, contacts with business and industry to attract older students, direct mailings, college nights/days, and a wide variety of publications (Quann, 1979). The classical admissions process of the 1960's and 1970's is best described by Thresher (1966) as a selection process by both student and college for the good of the individual and the society at large. What Thresher is describing is the result of a large increase in the number of applications during the 1960's and subsequently through the 1970's. However, as was noted earlier, enrollment declines will force admissions officers to become more active in their recruiting methods. "Currently, the admissions office which encompasses the technical skills that the 1980's will require is rare" (Ihlanfeldt, 1980, p. 12). Ihlanfeldt (1980) further argues that the admissions officer will need to have the skills of a marketing expert. For him the admissions marketing strategy includes

1. Designing and conducting marketing research by understanding the factors affecting college choice and gathering data on current, entering and potential students;
2. Planning the marketing effort by organizing for planning, identifying and segmenting markets, and pricing educational programs;
3. Implementing market strategies by improving communications and promotion and developing program and institutional strategies.

Anderson and Andreas (1977) reinforce this point of view of the admissions officer as the prime agent in recruitment and marketing.

The admissions office is usually charged with student recruitment. As such, it represents the school's image and front door to prospective students and is often their only contact with the institution before arriving on campus. Since the best way to alleviate financial problems is to increase enrollment without diminishing student quality, recruitment/admissions is awesomely important . . . with today's shortage of candidates, which is getting more acute, old methods of recruiting are not as productive as they once were. (p. 14)

This puts the admissions officer under a great deal of pressure to produce the proper number of students with the proper grades and scores. However, this responsibility can be shared as Pape (1974) points out. She argues that because admissions officers are often the only representatives of the university seen prior to enrollment, they must meet regularly with faculty to determine if their recruiting efforts are successful, especially in terms of the kinds of students

that the faculty thinks should be admitted. It is obvious that this approach will also give the admissions officers more information about the academic programs.

Since the basic problem is to attract students to the college, in times of steady or declining enrollments the admissions officer must alter his/her marketing strategy to ensure at least steady enrollments at his/her college. This can be done by either obtaining a greater share of the existing market or attracting students not currently part of the market, such as older students (Tucker, 1977). Anderson and Andreas (1977) indicate that though institutional differences must be taken into account, the general marketing process should proceed.

We found that most generalized solutions to recruitment problems are almost worthless because of each institution's unique character, program strengths, location and policies. It is clear, however, that some things nearly always need doing if the recruitment staff is to be effective. First, a clear understanding of the image of the institution must be developed. . . . Second, a firm grasp of the institution's current role, goals, and plans must be in hand. (p. 14)

Other authors also indicate that institutional differences must be utilized but that general marketing processes must be followed. Wolf (1973) lists general marketing principles that a college admissions officer should translate into his/her particular job specifications.

1. Identify changes in institutional environment or market;
2. Adjust marketing strategies to the changes in the market;
3. Determine customer wants and needs and pitch planning, policy and operations accordingly;

4. Help define institutional capability and mission(s) and identify those particular market segments that offer the best means of achieving mission success;
5. Identify market segmentation with regard to competitors;
6. Generate marketing research on why students choose to enroll or not.

Two examples of this latter principle are contained in Huddleston and Wiebe (1978) and Pomazal (1980). The first describes marketing analysis at Bradley University in which a questionnaire was sent to all applicants. The results were analyzed by demographics, actual college choice, and factors important in making that choice. Bradley's planning and marketing functions were then altered to take into account the findings. Pomazal (1980) describes marketing research on intenders versus nonintenders (to enroll). What he found was significant differences in these two samples. Because of the nonrandomness of the sample, his conclusions could not be generalized to other institutions. What he was able to conclude is that this sort of marketing research should be done by every institution.

Thus the literature clearly reflects that marketing is a vital part of the admission officer's job and that as enrollments stabilize and decline, that function will be of vital importance to the institution.

Recruiting Older Students

The admissions marketing function discussed above is not just one of selling the existing programs for the traditional age student to

older students but requires many changes in delivery of services and the very nature of the services themselves (Kegel, 1977). In order for an institution to attract older students and retain them, certain types of programs should be instituted, which are geared to the adult. Some of these changes can be made by admissions offices and others cannot. Some institutions will not have to change much and others will need to revamp much of what they are doing.

Probably the most comprehensive catalog of services for adult students is contained in the College Entrance Examination Board's 350 Ways Colleges Are Serving Adult Learners (1979). Contained therein are suggestions for

1. Assessing needs;
2. Developing better programs and courses for repackaging them, creating novel courses or programs, and providing new learning formats;
3. Recruiting and retraining faculty and providing incentives to teachers of adults;
4. Revising admissions and registration;
5. Providing support services and financial aid for adults;
6. Marketing programs.

The final section listed above lists many suggestions that would be of help to the admissions officer trying to attract older students.

1. Create a speakers bureau of faculty.
2. Provide a day of sample classes for adults (television courses work too [Mittelstet, 1978]).

3. Use noncredit, free lectures to develop mailing lists.
4. Recruit transfers from junior colleges.
5. Talk to alumni.
6. Participate in community fairs.
7. Use trained volunteers to provide adults with information (make sure the volunteers are adults [Rinnander, 1977]).
8. Use targeted direct mailings.
9. Use media widely (also Community and Junior College Journal, Sept., 1979).
10. Design printed materials for adults (Kegel, 1977) and make them readable (Johnson and Chapman, 1979).
11. Set up visual displays around the community.

These suggestions are aimed at the delivery of information to adults in the target population. In addition to CEEB's publication cited above, many articles outline details of services that colleges and universities should provide adults. However, central to the development of services is the commitment " . . . to the belief that adult students are an integral and valued segment of the total student body" (Kegel, 1977, p. 11). As Barton (1978) argues, " . . . the adults returning to school often had a specific career goal that sparked their return. They were consumer conscious and knew what they wanted and why they wanted it. . . . But programs can be developed with consumer interests in mind and must be marketed persuasively to constituents" (pp. 5-6).

Services and academic offerings at an institution are important aspects of one's total marketing plan. This is particularly true for

adult students who can only assume that college is like the schools that they have been to before. These services and academic offerings are also important as retention tools. If the adult students are treated in ways which ease the barriers inherent in going to school, then they will stay and accomplish whatever goals they have set (Sherer, Herrig, and Noel, 1978).

Some of the services that have been suggested are

1. Convenient registration times (Kegel, 1977; Hodgkinson, 1976; Sherer, Herrig, and Noel, 1978; Fauquet, 1978; Baum, 1977);
2. Orientation program for adults (Kegel, 1977; Fauquet, 1978; Hunt and Stone, 1979; Lance, Lourie, and Mayo, 1979);
3. Personal counseling programs for adults (Kegel, 1977; Hodgkinson, 1976; Fauquet and Edgemon, 1978; Sherer, Herrig, and Noel, 1978; Fauquet, 1978; Hunt and Stone, 1979; Lance, Lourie, and Mayo, 1979);
4. Financial aid assistance (Kegel, 1977; Fauquet, 1978; Fauquet and Edgemon, 1978).
5. Child care services (Kegel, 1977; Fauquet and Edgemon, 1978);
6. Newsletters and bulletin boards (Kegel, 1977; Fauquet and Edgemon, 1978);
7. More flexible scheduling (Boyer, 1974; Hodgkinson, 1976; Sherer, Herrig, and Noel, 1978; Fauquet, 1978);
8. Credits for prior learning (Sweet, 1980; Hodgkinson, 1976; Sherer, Herrig, and Noel, 1978; Fauquet, 1978);

9. A designated admissions officer (Waters, 1971; Fauquet, 1978; Lance, Lourie, and Mayo, 1979);
10. Liberal studies degree program (Hodgkinson, 1976);
11. Individualized study (Hodgkinson, 1976; Sweet, 1980);
12. Degree by examination (Hodgkinson, 1976);
13. Special social events (Hunt and Stone, 1979; Fauquet and Edgemon, 1978; Fauquet, 1978; Baum, 1977);
14. Academic counseling (Hunt and Stone, 1979; Fauquet and Edgemon, 1978; Hodgkinson, 1976; Sherer, Herrig, and Noel, 1978; Lance, Lourie, and Mayo, 1979);
15. Vocational counseling (Hunt and Stone, 1979; Kegel, 1977; Fauquet and Edgemon, 1978; Sherer, Herrig, and Noel, 1978; Lance, Lourie, and Mayo, 1979);
16. Tutoring (Fauquet and Edgemon, 1978);
17. Legal services (Hunt and Stone, 1979; Fauquet and Edgemon, 1978);
18. Ombudsman (Baum, 1977);
19. Lounge (Baum, 1977; Lance, Lourie, and Mayo, 1979).

Though these services are not exhaustive (for more see the College Entrance Examination Board, 1979), they are certainly the most frequently mentioned. However, a factor that is often ignored in these lists is the quality of instruction. This is due primarily to the student services orientation of the authors rather than the relative importance of the suggestions. "Retention of the adult learner may well begin with the selection of faculty members in our colleges . . . (Faculty should) foster self-understanding, build self-confidence, provide relevant education, and fit the adult's learning style" (Sherer,

Herrig, and Noel, 1978, p. 593). Kegel (1977) concludes that " . . . faculty members should be familiarized with data concerning the extent of adult student enrollment at the college and be made aware of the special needs, attributes, problems, and concerns of such students" (p. 11). Specific suggestions for faculty development activities that would sensitize faculty to the adult learner's needs are contained in such sources as Knowles (1970) and Knox (1977).

Marketing in Higher Education

The use of marketing techniques in higher education has been viewed with some suspicion by the academic community (Ihlanfeldt, 1975; Lucas, 1979; Johnson, 1979; Litten, 1980; and Blackburn, 1980). Though systematic surveys of higher education have indicated that some of the techniques of marketing theory have been implemented, they have been isolated from a total marketing concept (Murphy and McGarity, 1978; Buchanan and Barksdale, 1974; Krachenburg, 1972; Litten, 1980; and Blackburn, 1980). In a survey of the American Association of Collegiate Registrars and Admissions Officers, Blackburn (1980) found incidences of the 16 marketing techniques on which he requested information, but that "Examples of broad institutional usage of marketing were, in 1979, still rather isolated and incomplete" (p. 21). It is apparent even from the Blackburn study and others (Ihlanfeldt, 1975; Johnson, 1979; and Litten, 1980) that the attitudes of faculty and administrators are changing. Most likely the economic circumstances are helping educators understand the need for marketing.

Until recently the application of marketing principles to higher education has been of little interest to most college administrators and alien to many faculty who elect to refuse to recognize that the industry of higher education is in the initial stages of a prolonged recession. (Ihlanfeldt, 1975, p. 133).

It is likely, though, that this attitude is in part determined by a lack of understanding of the marketing process. Murphy and McGarrity (1978) found that 90% of admissions officers at private schools equated marketing with promotion, when in fact promotion is only one part of the marketing process (Kotler, 1975), as we will show later in this chapter.

To many faculty, marketing is a distasteful work that links the university or college with the business world. Marketing to them is the same as sales--one-way communication and the hawking of one's wares. (Lucas, 1979, p. vii)

Johnson feels that to many in higher education the term is an "anathema" (Johnson, 1979, p. 1). However, both Johnson and Lucas go on to show that these attitudes are a result of misunderstanding. Other authors such as Litten (1980), Vaccaro (1979), and Ihlanfeldt (1975) add caution to the adaptation of marketing principles in higher education.

Higher education can learn from marketing as practiced in the private sector, but we need to research and practice those aspects that are good for education and discard those incompatible with our value structure, as well as those that just don't work. (Vaccaro, 1979, p. 23)

Ihlanfeldt (1975) suggests that altering a college's marketing plan in the face of a high attrition rate is contraindicated. What should be done instead is to upgrade the program quality. Even this

cautionary note is evidence of a confusion concerning marketing principles. What he suggests is indeed altering a part of the total marketing plan. However, it is Litten (1980) who captures the real hazard of marketing, doing a half-way job of it. As he contends, institutions have always done marketing, though only haphazardly. This is dangerous because it often ignores either the institutional goals and purposes or the consumer interests. To do either is not consistent with the "marketing concept" (Kotler, 1975).

The Need for Marketing

Many authors have indicated strong arguments for the use of a marketing concept and a comprehensive marketing plan (Kotler, 1975; Ihlanfeldt, 1975; Johnson, 1979; Fram, 1973; and Gaither, 1979). Most pointedly, O'Brian (1973) argues that " . . . institutional well-being and even survival may depend on properly marketing the college . . . " (p. 22). Johnson (1979) supports the contention that marketing is the very process by which an institution will survive the upcoming enrollment crisis of the 1980's and will be the process by which an institution will be able to make the adjustments necessary to survive.

. . . nonprofit marketing may be the method which will lead to the internal changes and external service needed by postsecondary institutions in the 1980's and beyond. . . . The role of nonprofit marketing at a college or university is that of making a case for its present and future existence. The 1980's can be a decade of opportunity rather than a period of retrenchment and decline if nonprofit marketing tools become a part of total institutional planning and management. . . . The marketing process is important in that it encourages people both to examine traditional methods such as publicity and recruitment and to experiment with new techniques based on research and market needs. (Johnson, 1979, pp. 1-3)

The declining 18 to 24 year old cohort over the next decade inspired Ihlanfeldt (1975) to note that " . . . for many institutions, the only hope is to improve the effectiveness of their recruitment effort and to revamp programs which will appeal to the older student" (p. 135). Gaither (1979) believes that the survival of institutions may very well depend upon marketing.

A recent study of the causes for the demise of several small, private liberal arts colleges in the United States found the failure to discharge effective marketing techniques with full effectiveness was a major reason for the closure of the institutions. . . . Institutions must confront the reality of marketing in education and realize the choice is not one of doing or not doing marketing, but rather doing it well or poorly. (Gaither, 1979, p. 32)

This we can easily see in our later discussion of Kotler (1975) to be the case: marketing is a basic function of higher education and doing well may mean the difference between institutional survival and failure. Kotler (1975) in asking why a nonprofit organization such as a college or university should be interested in marketing is really asking why a college or university should take a look at its marketing function.

Marketing is designed to render two specific benefits to its practitioners:

1. Improved satisfaction of the target market;
2. Improved efficiency in marketing activities (Kotler, 1975, p. 9).

Thus, the question is not whether higher education should be involved in marketing, but how well. The value of marketing to higher education is to do those things that are already being done,

more efficiently and with a greater impact on the market, for students. Fram (1973) argues further that to think of marketing as the selling of the college's programs is a mistake. If this were the case, marketing would be of only limited value.

In fact, marketing principles may be of greater value than financial principles in solving educational problems. In the business sector, the job of the marketing function is to help the organization focus on the needs and wants of current and potential customers. (Fram, 1973, p. 57)

Definitions of Marketing Concept

Marketing, as defined by marketing experts such as Kotler (1975), is not selling. It is likely that this misunderstanding of marketing is the source of much of higher education's disdain for the concept. In fact, " . . . the aim of marketing is to make selling unnecessary. . . . A college should strive to carry out its marketing positioning and operations in such a way as to create a naturally high level of student demand for its services without resorting to desperate selling efforts" (Kotler, 1976, p. 55). The logic behind this statement is inherent in his definition of marketing.

The marketing concept is a consumers' need orientation backed by integrated marketing aimed at generating consumer satisfaction as the key to satisfying organizational goals. (Kotler, 1975, p. 46)

In fact, he goes one step further in his definition by adding that the societal marketing concept is the same as the above definition with the addition of long-run consumer welfare as a goal (Kotler, 1975, p. 47). A consumer needs orientation involves looking at the potential

customers, in this case the potential students, to identify the needs we wish to satisfy with educational services (Kotler, 1975, p. 46). Integrated marketing implies that the entire campus be aware that their actions influence the choice behavior of the potential students (Kotler, 1975, pp. 46-47). Perhaps the most significant part of this definition is the emphasis placed on the satisfaction of consumer needs balanced with satisfying institutional goals. Thus, applying the marketing concept to a college or university involves identifying potential student needs and supplying programs which fit with the institutional mission that will produce long-run student/alumni satisfaction.

McCarthy (1975) in discussing profit organizations arrives at basically the same formulation of the marketing concept.

Marketing is the performance of business activities which direct the flow of goods and services from producer to consumer or user in order to satisfy customers and accomplish the company's objectives. (McCarthy, 1975, p. 19)

Once again the emphasis is on the company's (institution's) goals and mission which are carried out through satisfying customer need. Some formulations, such as Shipp's (1981), forget this aspect and focus on the processes of needs assessment, program development, and promotion of selling of programs. Howard (1979) tends to forget this element of the definition of marketing in his advocacy of community-based marketing, which postulates high community involvement to be aware of community needs and resources. Krachenberg (1972) implies this aspect with the word "appropriate" in the following definition.

In its true meaning, however, marketing deals with the concept of uncovering specific needs, satisfying these needs by the development of appropriate goods and services, letting people know of their availability, and offering them at appropriate prices, at the right time and place. (Krachenberg, 1972, p. 380)

Litten (1980), too, errs by omission of this needed emphasis in Kotler's definition above. Litten emphasizes the institutional developmental process based on potential students' needs without stipulating the necessity for this institutional development to be in accordance with the mission of the institution. "Quality marketing in higher education keeps educational considerations well in focus, while giving due attention to the characteristics, attitudes, and behavior of the intended clients for these educational services" (Litten, 1980, p. 43).

When Thompson (1979) admonishes higher education administrators to abandon a product orientation and adopt a marketing orientation, he has a specific concept in mind. The production orientation is a stance taken during scarcity economies, one which is focused on how best to produce that which is being offered to the public. The belief is that the public will buy anything that is produced (Kotler, 1975, p. 44). McCarthy (1975) emphasizes that the production orientation is centered on making what one can without concern for the market. Marketing research and advertising focus on product aspects rather than customer needs. Kotler (1975) postulates a sales orientation which comes to the forefront during growth economies. The philosophy is that high sales can be induced by sales techniques and relentless promotion. The customer can be convinced to buy with sufficient bombardment (Kotler, 1975, pp. 45-46). The marketing orientation as was shown above serves a need rather than produces and sells a product

without regard to the customer. The role of the institution is one of focusing on students' needs and long-range satisfaction within the context of the institutional mission (McCarthy, 1975, p. 30).

The benefits of systematic marketing are improved satisfaction of the target market and the improved efficiency of the marketing activities (Kotler, 1975). But, two things are essential to achieving a marketing orientation in an institution:

1. . . . an attitude on the part of the administrators and employees that their job is to understand their clients' needs and to satisfy them. (Kotler, 1975, p. 10)
2. . . . technical knowledge about how various marketing variables perform separately and together influence the market. (Kotler, 1975, p. 10)

Marketing Research and Planning

Often to get an organization to reorient itself from a sales or production orientation to a marketing orientation requires radical changes (Kotler, 1975). It requires the involvement and commitment of the president (Fram, 1979; Barton, 1978). Kotler (1975, pp. 48-53) lists preplanning, top management sponsorship, and education and training of the staff in marketing as prerequisites of the implementation of a systematic marketing plan. Barton and Treadwell (1978) add that the admissions director should have extensive marketing skills.

Market research and planning are the first elements in the implementation of the marketing concept (Kotler, 1975). This is best exemplified by the marketing audit of Kotler (1975), which examines the following various aspects of the institution's marketing effort:

1. Potential students;
2. Student demographics;
3. Competing institutions and market share;
4. Macroenvironment, or societal influences;
5. Mission or goal;
6. Program planning;
7. Quality of current marketing effort;
8. Organizational structure;
9. Products and services;
10. Price;
11. Distribution or locations of services;
12. Personal contact or admissions outreach;
13. Advertising;
14. Publicity;
15. Sales promotion or major recruiting campaigns.

A number of other authors advocate various aspects of the above formulation. Wrausmann (1975) favors the use of market segmentation research to plan innovative programs which are targeted at specific populations. Litten (1978) describes the market research process for the small college, focusing on segmentation. Cooper and Leventhal (1979) advocate outcome research as part of the total marketing plan. Johnson and Gilmour (1978) outline the steps in marketing research to include

1. Image study
2. Institutional positioning
3. Consumer behavior
4. Market segmentation
5. Evaluation of marketing techniques.

Other authors are less detailed in their recommendations. DiSilvestro (1978) advocates using needs assessments before designing services for adult students. Fram and Clarcq (1978) feel that the use of the focused group interview to design curriculum will make the courses more responsive to the market. Glover, Floyd, Gwinn, and Hunter (1979) postulate that marketing research will help combat declining enrollments.

Others like Fram (1973) and Krachenberg (1972) are strong supporters of the use of marketing research in higher education. "Marketing research is useful in every market that the university has" (Krachenberg, 1972, p. 372). For Krachenberg, the essential question in marketing research is how to develop the product to meet the needs of nontraditional students.

This job of determining the product-market mix is the most basic and important part of the total marketing program . . . good marketing planning and good institutional planning go hand in hand, indeed, are inseparable. (Krachenberg, 1972, pp. 374-5)

Though the higher education formulations of marketing research are less elaborate than Kotler's (1975), they contain nothing outside of his formulation.

Market Segmentation, Positioning, and Differentiation

Market segmentation is a concept that is gaining acceptance in higher education as a way to survive in the face of stiff competition and a declining traditional market (Litten, 1978). Kotler (1975) identifies market segmentation as dividing the total market into homogeneous parts. Brown (1978) explains that a college must present

those aspects that are unique and explain this to the prospective student in terms of the philosophy and mission of the college. Krachenberg (1972) believes that distinctiveness is the key to institutional survival. For Geltzer and Ries (1976) the key is positioning--not going head-to-head with a successful school. The requirements for successful positioning are institutional consistency, market segmentation research, and the development of a strategy to serve the unserved or underserved segment.

For Larkin (1979) the basis of a good marketing plan is the identification of market segments which are or should be attracted by the institution and target programs to them. Wrausman (1975) and Johnson (1977) advocate using segmentation research to guide the planning and development functions of the college. Murphy and McGarrity (1978) feel that the development of different programs and services to appeal to different segments of the market is needed. In summary, these authors advocate the analysis of the market segments, the choosing of a market position, and the development of different programs for different facets of the market (differentiation).

Marketing Strategies and Procedures

Though the marketing process for colleges and universities is identical to that of other nonprofit organizations, the strategies and procedures used are sometimes unique to the setting. The following strategy is a compilation of the suggestions contained in the literature.

1. Institutional Positioning (Dessimoz, Rose, Krimpoch, and Hubney, 1979; Kotler, 1976)

- a. Assess current position based on mission, objectives, and unique posture relative to other colleges (Mudie, 1978; Beder, 1978; Kotler, 1976)
 - b. Identify position alternatives (Kotler, 1976)
 - c. Decide on best position alternative (Kotler, 1976)
 - d. Decide on strategy to achieve desired position (Kotler, 1976)
2. Portfolio Planning (Beder, 1980; Kotler, 1976)
 - a. Develop curriculum, programs, and courses based on desired position (Fram, 1973; Hugstad, 1975)
 - b. Develop student services based on student need (Fauquet, 1978)
 - c. Create ambience appropriate to desired image (Kotler, 1976)
3. Admissions Planning (mentioned by all the authors listed below)
 - a. Prospect development (Kotler, 1976; Turner, 1978)
 - 1) Analyze and segment market (Kotler, 1976; Beder, 1980; Lucas, 1979; Hugstad, 1975; Gorman, 1974)
 - 2) Target desired market segments by analyzing current and desired students (Kotler, 1976; Mudie, 1978)
 - 3) Develop prospect contact strategy with budget (Kotler, 1976)
 - 4) Carry out marketing strategy (Kotler, 1976)
 - b. Applicant development (Turner, 1978)--turn prospects into applicants by direct mail and direct contact

- c. Admissions decision (Turner, 1978)--choose among applicants
- d. Matriculation development
 - 1) Turn admission into students by direct contact (Turner, 1978)
 - 2) Study no-shows (Mudie, 1978)
- 4. Evaluation of Admissions Process (Kotler, 1976)
 - a. Survey those you lose in the process
 - b. Look at cost per matriculated student for each marketing activity
- 5. College Improvement Planning (Kotler, 1976)
 - a. Student surveys (Fauquet, 1978)
 - b. Exit interviews
- 6. Alumni Loyalty Development (Kotler, 1976; Mudie, 1978).

Within this process is implied a number of specific marketing techniques. These techniques are scattered throughout the literature. However, taken as a whole they describe a full range of marketing activities which can and should be used by admissions officers and those in positions in higher education to effect the marketing plan.

Murphy and McGarrity (1978) surveyed private schools and found that the average frequency of use of these techniques was as follows: high school recruiting (54%), direct mail (20%), campus days (10%), and advertising (10%). As can be seen from the following list these techniques represent only a small number of those possible (Table 1).

Most of these concepts have been discussed previously in the context of nonprofit marketing theory. However, the proper use of these techniques must be kept in mind and put in the context of a total

Table 1. Marketing Techniques for Higher Education Admissions Officers

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1. High school recruiting (Mudie, 1978)
 2. Direct mail (Mudie, 1978)
 3. Campus days (Mudie, 1978)
 4. Advertising (Blackburn, 1980)
 5. Contact employers for older students (Mudie, 1980)
 6. Publicity, image building (Gorman, 1974; Blackburn, 1980; Lucas, 1979)
 7. Advertising research pretesting (Blackburn, 1980)
 8. Advertising posttesting (Blackburn, 1980)
 9. Current demand analysis (Blackburn, 1980)
 10. Demand forecasting (Blackburn, 1980)
 11. Program development (Gorman, 1974; Blackburn, 1980)
 12. Pricing (O'Brian, 1973; Vaccaro, 1979; Blackburn, 1980)
 13. Segmentation (Gorman, 1974; Blackburn, 1980)
 14. Positioning (Dessimoz, Rose, Krimpoch, & Hubney, 1979; Blackburn, 1980)
 15. Offering differentiation and differential packaging (Vaccaro, 1979; Gorman, 1974; Blackburn, 1980; Murphy and McGarrity, 1978)
 16. Place or distribution channel (O'Brian, 1973)
 17. Transfer recruiting (Fram, 1973)
 18. Community involvement (Lucas, 1979; Beder, 1980)
-

marketing plan. These techniques may be used to satisfy short range institutional problems, such as declining enrollments, but the longer range view must be taken to insure institutional survival (Hugstad, 1975).

The Delphi Technique

The Delphi technique is one of many forecasting tools available to researchers (Tull and Hawkins, 1976). The definition of the technique is variously stated by authors (Weaver, 1971; Dodge and Clark, 1977) but is most explicit in Delbecq, Van de Ven, and Gustafson (1975).

The Delphi Technique is a method for the systematic solicitation and collation of judgements on a particular topic through a set of carefully designed sequential questionnaires interspersed with summarized information and feedback of opinions derived from earlier responses. (p. 10)

Weaver (1972) thinks that the Delphi technique is more suited for educational planning by probing the priorities of constituencies and staff members than its original use of technical forecasting. Linstone and Turoff (1975) support this issue: "Planning university campus and curriculum development" (p. 4). They go on to state that the Delphi should be used whenever the

. . . problem does not lend itself to precise analytical techniques but can benefit from subjective judgements on a collective basis. . . . More individuals are needed than can effectively interact in a face-to-face exchange . . . and . . . (t)ime and cost make frequent group meetings infeasible. (p. 4)

Rasp (1973) feels that the Delphi is designed to " . . . collect judgements and establish consensus about future probabilities . . . " (p. 30). Delbecq et al. (1975) describe one of the primary objectives to be to " . . . determine or develop a range of possible program alternatives" (p. 10).

Macmillan (1971) lists what he thinks are the three features which characterize Delphi techniques: anonymous response, iteration and controlled feedback, and statistical group response. "These features are designed to minimize the biasing effects of dominant individuals, of irrelevant communications, and of group pressure toward conformity" (p. 1). Strauss and Zeigler (1975) add to this list the use of an expert panel, the use of written questionnaires, and the systematic attempt to produce a consensus of opinion or to detail a divergence of opinion. Tull and Hawkins (1976) analyze the Delphi into (1) having the experts make separate forecasts, (2) combining these forecasts, (3) returning the combined forecasts to the experts, (4) having the experts make new forecasts with this information, and (5) continuing this process until further rounds appear to produce no further consensus. Linstone and Turoff (1975) describe the Delphi in the following manner:

In this situation a small monitor team designs a questionnaire which is sent to a large respondent group. After the questionnaire is returned the monitor team summarizes the results and, based upon the results, develops a new questionnaire for the respondent group. The respondent group is usually given at least one opportunity to reevaluate its original answers based upon examination of the group response. (p. 5)

In various Delphi applications the number of iterations or rounds of questionnaires may vary (Delbecq et al. 1975). Cyphert and Gant (1970, 1971) used four rounds. The first consisted of an open ended question. The second round combined 750 responses to 61 generic statements and asked the respondents to give each a priority rating. Round three gave the group consensus priority and the individual's rating. The respondents were asked to rerate in light of the additional information and if he wished to remain outside the consensus to state a reason for doing so. The fourth round consisted of the 61 generic statements, the consensus priority rating, and the dissenting opinions for each. The respondents were asked to rerate each item given this additional information. Rasp (1973) concurs with the basic process.

Dodge and Clark (1977) suggest that between three to five rounds is sufficient to stabilize ratings. Delbecq et al. (1975) describe essentially the same process as Cyphert and Gant above with the exception of the fourth round. The final round for Delbecq is a final report to the respondents, giving them all the information that Cyphert and Gant did without asking for a reconsideration of response. Delbecq also suggests that it is possible to stop after the second questionnaire and send out the final report. "If a final vote is not needed and clarification is not important, it may be sufficient to feed back to respondents the analysis of the second Delphi questionnaire" (p. 106).

Delphi Technique Assumptions

The Delphi technique makes a number of social psychological assumptions from which the technique has been designed. Skutsch and Hall (1973) outline the following three assumptions:

1. "Group judgements are superior to individual ones" (p. 5).
2. "Anonymity brings greater rationality to the decision making process" (p. 6).
3. "Group pressure tends to consolidate group opinion" (p. 6).

Tull and Hawkins (1976) add to this list a fourth:

4. " . . . the median group response will tend to move toward the true answer" (p. 616).

They feel that this is indeed the basic question of the validity of the Delphi. They go on to conclude that this assumption is supported by research evidence.

A comparison of final round joint forecasts with initial round individual forecasts indicates that forecasting accuracy is improved by using this method. This is consistent with other research that has shown that a consensus reached by a group of five or more judges is superior to individual decision making, majority votes, decision making by the leader, and an average of individual decision. (p. 616)

Rasp (1973) presents modified versions of numbers one, two, and three above but indicates that these assumptions are far from proven fact. He nonetheless feels that the Delphi technique can be used to gain insights into many forecasting situations. However, Macmillan (1971) presents experimental support for these assumptions.

The general outcome of the experiments can be summarized roughly as follows: (1) On the initial round, a wide spread of individual answers typically ensues. (2) With iteration and feedback, the distribution of individual responses progressively narrows

(convergence). (3) More often than not, the group response (defined as the median of the final individual responses) becomes more accurate. This last result, of course, is the most significant. Convergence would be less than desirable if it involved movement away from the correct answer (p. 24).

Criticisms of the Delphi Technique

Strauss and Zeigler (1975) have leveled a number of criticisms of the Delphi technique. They feel that the questions tend to be vague, the answers tend to be ambiguous, and the results are confounded by the first two. These criticisms as well as others tend to be general in nature and lend themselves to rebuttal by the researcher using the technique. Other criticisms tend to be dated such as Weaver (1971), who claimed that the Delphi lacks a theoretical foundation. Linstone and Turoff (1975) present such a framework. Weaver (1971) also criticizes the Delphi technique on the grounds that it is nondata based but that it relies on expert judgement and that it seldom distinguishes between what is desirable and what is plausible. These last two criticisms are like Strauss and Zeigler in that they are methodological considerations rather than criticisms of the technique itself. That is, they criticize the use of the technique. Huckfeldt and Judd (1974) iterate similar kinds of concerns. They indicate problems with panel fatigue.

Harold A. Linstone in Linstone and Turoff (1975) presents what he considered to be the major pitfalls in using the Delphi technique. This discussion centers on the ways to avoid the above criticisms rather than attempting to discard the technique because of its sloppy use.

1. There is a tendency on the part of experts to underestimate the future.
2. There is a tendency to prefer certainty to uncertainty.
3. Simplicity is preferred over complexity.
4. The best forecasters are not necessarily the experts.
5. There is a tendency to use the Delphi imprecisely.
6. There is a tendency for experts to take the task of responding to the questionnaires lightly.
7. Experts are often chosen poorly.
8. Responses are often only superficially analyzed.
9. There is a bias toward pessimism in long range forecasts and optimism in short range forecasts.
10. Delphi has already been overused on some respondent groups. This tends to produce the same answers to all questionnaires.
11. The Delphi technique can be manipulated by introducing bogus responses on the second and succeeding rounds, thus misleading the participants with false feedback.

All of these pitfalls exist to greater or lesser degree no matter what communication process we choose to utilize in approaching the problem. However, since an honestly executed Delphi makes the communication process and its structure explicit, most pitfalls assume greater clarity to the observer than if the process proceeds in a less structured manner. While the Delphi designer in the context of his application may not be able to deal with, or eliminate, all these problems, it is his responsibility to recognize the degree of impact which each has on his application and to minimize any that might invalidate his exercise. The strength of the Delphi is, therefore, the ability to make explicit the limitations on the particular design and its application. The Delphi designer who understands the philosophy of his approach

and the resulting boundaries of validity is engaged in the practice of a potent communication process. (Linstone and Turoff, 1975, p. 586)

Applications of Delphi to Higher Education

The Delphi technique is most commonly applied to physical science and engineering problems; however, the use of the technique in education is increasing at a rapid rate (Brockhaus and Mickelson, 1977). Judd (1972) characterizes the educational applications of the Delphi in the following manner:

educational goals and objectives
 generalized
 area and state-wide
 university and college-wide
 curriculum and campus planning
 development of evaluation criteria
 rating scales
 effectiveness and cost/benefit measures. (p. 174)

A small sample of Delphi studies reveals the following range of applications in higher education settings:

1. Planning business school curriculum (Reeves and Jauch, 1978),
2. Forecasting trends in community college student personnel services (Jonassen, 1975),
3. Planning a branch campus (Judd, 1970),
4. Forecasting trends in needed knowledge and skills of adult educators (Rossman and Bunning, 1978).

Summary and Rationale for Study

In this chapter a number of areas of literature were reviewed. Various articles and books have been written which describe the potential and probable downward enrollment trends in four year colleges and universities. The biggest decline will be in the traditional aged students. If this decline is to be offset, an increased number of older students must be attracted to our colleges and universities. The basic role and function of the admissions officer were examined in relation to this enrollment question. It is obvious from the literature that the admissions officer will be the focus of this struggle to increase older student enrollment.

Ways of recruiting and retaining older students were examined. It is widely advocated that the admissions officers more generally apply the marketing concept to their recruitment function. The marketing concept was examined from marketing and admissions literature. The attitude among higher education professionals toward marketing has traditionally been rather negative. Marketing has erroneously been equated with selling. Definitions of marketing were presented and the need for marketing was established. Marketing, rather than being something new and alien to higher education, has always been part of the admissions process; however, systematic application of marketing principles to the admission process is rare. Marketing procedures were examined along with market segmentation, positioning, and market differentiation.

Finally, the Delphi technique was presented in its classical form, and discussions of the assumptions, criticisms, and applications

followed. In general, the Delphi technique has been used on technological forecasting problems with great success. The use in education has increased rapidly to aid in goal setting, planning, and criteria setting. The present study is an application of the Delphi technique to the setting of goals in the admission process and training of admissions officers with regard to the recruitment of older students.

CHAPTER THREE RESEARCH PROCEDURES

This chapter presents the procedures followed in selection of subjects, design and administration of the Delphi questionnaire, and collection and the analysis of the resultant data. In addition, methodological assumptions, weaknesses, and limitations of the study are presented.

Research Methodology--The Delphi Technique

As was described in the previous chapters, the Delphi technique is a survey designed to " . . . obtain the most reliable consensus of opinion of a group of experts . . . by a series of intensive questionnaires interspersed with controlled opinion feedback" (Dalkey and Helmer, 1963, p. 458). The application of the Delphi to the investigation of college and university recruitment entailed three rounds of questionnaires to Directors of Admissions. The first round consisted of two open-ended questions. The first question solicited a list of recruitment methods which they think will be effective in attracting older students to their college or university. The second question asked for a list of skills and competencies needed by admissions officers to successfully implement the above methods. The second round of questionnaires consisted of a list of answers submitted on

the first round. The respondents then were asked to respond to each item using a five point scale. The median was calculated and the items rank ordered. The third round consisted of the rank ordered responses with the consensus or median rating. The respondents were required to compare the consensus with their own rating and comment upon any differences.

Research Design

The primary purpose of this descriptive research was to develop a list of (1) specific methods and activities which should be implemented and developed during the next decade to attract older students to baccalaureate colleges and universities and (2) skills and competencies needed by admissions officers to effectively recruit older students. The subjects were divided equally between large and small colleges. The ratings of each item were compared.

Research Questions

1. What specific methods and activities should be developed and implemented during the next decade to attract older students to baccalaureate programs in colleges and universities?
2. What skills and competencies will admissions officers need to recruit older students during the next decade?
3. Are there significant differences in the ratings of the above two lists by larger and smaller institutions?

Population

The population for this study was the Directors of Admissions of the accredited baccalaureate granting colleges and universities in the United States. "Director of Admissions" was generally taken to mean the individual at an institution who is primarily responsible for recruitment and admissions of students to the institution. It is possible for this individual to have other titles; however, this term can be assumed to have a universally accepted definition.

The colleges and universities which are to be considered part of this population definition are those institutions accredited by one of the regional accrediting boards and offering two to four years of undergraduate instruction leading to a baccalaureate degree.

Selection of Subjects and Sampling Procedures

The sample was drawn from a list of accredited four-year colleges and universities. This list was obtained from the National Center for Educational Statistics, HEGIS List. Four hundred institutions were drawn from this list by randomly selecting them. The enrollment figures for these institutions were obtained from the National Center for Educational Statistics Directory: Colleges and Universities, 1980-81. They were then rank ordered by enrollment and divided in half. Thus, the large institutions will be operationally defined as those institutions which were selected in this process having above the median enrollment (about 2000) in the Directory. A small institution was defined as having a median or below enrollment. The subjects

for this study were the "Directors of Admissions" at these 400 institutions. It was expected that approximately three quarters of potential respondents would drop out. This should have produced more than 50 in each group. However, since 76 individuals responded to round one, an attempt was made through personal phone calls and second mailings to ensure that the respondents would complete all three rounds.

Table 2. Number of Respondents

	Round I	Round II	Round III
Large	43	39	32
Small	33	28	24
Total	76	67	56

Questionnaire Distribution Procedures

The initial contact with the 400 subjects was a Round I mailout consisting of a number 10 envelope addressed to "Director of Admissions" with the address of the college or university. Enclosed was a letter from the researcher explaining the goal and purpose of the study (see Appendix A). Space was given on each page to allow the subjects to make as many responses as they wished. A self-addressed stamped envelope was included for ease of questionnaire return.

The second round of questionnaires consisted of a cover letter from the researcher thanking the respondents for their cooperation and explaining the second round of questioning (see Appendix B). This

round presented to the subjects two questionnaires with the total list of all responses to the first round of questionnaires. They were asked to evaluate each response in terms of how strongly they feel that the technique or skill indicated will be needed. They were given five options ranging from "Always Needed" to "Never Needed" to check. They were then instructed to return these responses in the enclosed stamped envelope.

The third round consisted of a cover letter from the researcher thanking them for their help and explaining the procedures for the final round. Attached was the appropriate questionnaire built from round two responses (see Appendix C). The items were rank ordered based on the median response. The individual's response and the median were written on the questionnaire next to the appropriate item. They were instructed to examine each item in which their response varied from the median by more than one (1). They were then asked to change their opinion by marking a new response, or they could maintain their position or take a minority position. They were asked to comment on why they felt the consensus was wrong and their opinion was correct.

A summary of the results was sent to each individual who completed all three rounds.

Data Collection and Recording

The responses to the first round of questionnaires were recorded as they were received. Two weeks after the deadline, these responses were edited to avoid duplication and to shorten what may be lengthy responses. The responses were rearranged topically for ease of

reading in round two. There were two questions in round one which generated two separate lists of responses. From these two lists of responses, the second round of questionnaires was developed.

The second round questionnaires asked the subjects to rate each item in the two lists of responses in terms of the strength to which they felt the subject of the response will be needed. Thus, each item was rated from "1" to "5" by each respondent. These responses were recorded, distinguishing between large and small institution subjects for later analysis.

The third round questionnaire was developed from the second round by adding the median for each item and inserting the individual's rating if it differed by more than one (1). The respondents were asked to either change their rating to the median or explain their difference on an enclosed discussion sheet (see Appendix C). The resultant medians and minority opinions are discussed in Chapter Four.

Data Analysis and Statistics

The analysis of the round one questionnaires consisted of listing and editing the responses. No statistical manipulation was necessary. However, the analysis of the round two questionnaires involved finding the median of the responses for each item on the two questionnaires. T-tests were run on all items comparing the means and standard deviations of large and small schools to examine the third research question. These results are reported in Chapter Four.

Methodological Assumptions and Limitations

1. Because the subjects were drawn from a random selection of institutions, many chose not to participate. Thus, it can be assumed that those that chose to participate were more interested in the subject or more frequently responded to surveys. The counterbalancing effect of the Delphi tends to offset this weakness by promoting consensus.

2. As Linstone points out in Linstone and Turoff (1975) predictors are often shortsighted. This may indeed affect the Delphi process to such an extent that the conclusions of any Delphi study will be no more than extrapolation from the known present. Innovation and rapid change are seldom predictable. However, predictions such as this study is attempting to make are based on the current innovations which may only be in existence at a small percent of institutions. The Delphi technique could indicate that wider application of these innovations is advisable.

CHAPTER FOUR FINDINGS

Chapter Four contains the research findings developed through the process described in Chapter Three. Because of the large number of items generated by each of the two research questioned used on the Delphi questionnaire, this chapter will begin with a discussion of the results, followed by a more detailed description of the Delphi consensus and minority opinions. The chapter will conclude with a description of the results of the third research question concerning large and small institutional comparisons and a summary.

Discussion

As will be seen in the remainder of the chapter, rather extensive lists have been generated as a result of the Delphi technique. The purpose of generating these lists is not solely for their own sakes, though they will prove valuable to admissions directors interested in recruiting older students, but to see if the resultant lists approximate marketing theory. The most comprehensive exposition of the total marketing concept is Kotler (1975), who outlines his "Systematic Marketing Audit." Contained therein are three major areas of review: the marketing environment (market research), the marketing system (institutional marketing planning), and detailed marketing activity (marketing implementation).

Question One

Question one generated 139 items that can be assumed to be the best information available from Directors of Admissions on recruitment of older students. In comparing this list to the Kotler marketing audit, one finds little discussion of market research or institutional marketing planning. The preponderance of the items can be subsumed under detailed marketing activity. There are two possible reasons for this.

1. Directors of Admissions do very little marketing research and planning, or
2. Research question one brought out only one aspect of the total marketing activity of the respondents.

The results of question two indicate that marketing research is more important than was indicated in these results. However, the only other study of the marketing expertise of Directors of Admissions (Blackburn, 1980) indicates that not one of the respondents exhibited the total marketing concept though all aspects of it were present in the group as a whole.

Question Two

Though question two was designed to look at the role and function of the admissions officer with respect to recruiting older students, it seemed to bring out more of the marketing research aspects of the total marketing concept than did the first question. The following items (included in the final list of question two) indicate the need for admissions officers to have marketing research skills:

- 14. Marketing research
- 32. Research skills
- 35. (Knowledge of the) needs of older students
- 38. (Knowledge of the) demographics of older students at your college
- 41. (Knowledge of) nontraditional learning experiences in the community
- 42. (Knowledge of) industry and its needs
- 45. (Knowledge of) other educational programs in your area
- 46. (Knowledge of) self-improvement opportunities for older students
- 55. (Knowledge of) older students' programs at other institutions.

However, the marketing planning aspects of Kotler's (1975) total marketing concept are not mentioned in the results of either question.

Question One Responses

In Round One, question one asked the admissions directors to list the specific methods and activities which should be developed and implemented during the next decade to attract older students to baccalaureate programs in colleges and universities. Round Two asked them to rate each of the responses of the entire group in terms of whether the method or activity was "always needed," "highly needed," "moderately needed," "seldom needed," or "never needed." Round Three asked them to explain their scores if they chose to maintain more than

a one point deviation from the median. The second round, then, generated the medians and the third round generated the minority opinions.

The responses from Round One were grouped into the following categories to aid the respondents in subsequent rounds:

1. Admissions and registration procedures
2. Career development activities
3. Counseling and advising
4. Curriculum modifications
5. Financial aid
6. Faculty sensitivity and teaching practices
7. Off-campus program options
8. Recruitment techniques
9. Scheduling
10. Support services.

As is apparent from this list, many of the methods and activities implied are not under the specific purview of the admissions officer. However, it must be remembered that the Delphi technique asks the selected experts, in this case the Directors of Admissions, to make judgements about the future based on their expertise and experience.

The rating scale that was used to calculate the medians is as follows:

1. Always Needed
2. Highly Needed
3. Moderately Needed
4. Seldom Needed
5. Never needed

Thus, in looking at the lists of responses and medians, a smaller number is a group judgement that the response is more likely needed to attract older students. A larger number is a group judgement that the response is less likely to attract older students.

Admissions and Registration Procedures

The responses listed in the first section are those closest to the admissions directors' ability to make changes at their own institutions. As can be seen from Table 3, the activities and methods that were considered most desirable were numbers 3 and 14 dealing with correspondence geared to older students and allowing part-time enrollment. These produced no minority opinions. The least highly regarded idea was number 5, setting up a special admissions office for older students. This practice is either considered to be ineffective or regular admissions offices should be able to handle these new activities and methods. However, upon examining the minority opinions indicated on the Round Three discussion sheets, there is a wide difference of opinion. Three responses from larger institutions indicated vehement opposition to separate admissions offices for any special group. On the contrary, two large and two small institutions indicated that they either had special admissions offices already set up or wished they had in order to be more responsive to older students.

Of those items indicated to be highly needed, seven items have to do with the admissions process itself (1, 2, 8, 10, 16, 17, and 20), two have to do with marketing research (12 and 13), number 4 has to do with publications, and number 6 has to do with having a special admissions counselor. Of those items identified as only moderately

Table 3. Admissions and Registration Procedures

<u>Median</u>	
<u>2</u>	1. Have special admissions criteria for older students
<u>2</u>	2. Waive ACT and SAT as entrance requirements
<u>1</u>	3. Gear correspondence to older students' concerns
<u>2</u>	4. Gear publications to older students
<u>3.5</u>	5. Have a special office for older students' admissions
<u>2</u>	6. Have a special counselor for older student admissions
<u>3</u>	7. Evaluate life experiences as an admissions procedure
<u>2</u>	8. Simplify admissions procedures for older students
<u>3</u>	9. Eliminate strict application deadline for older students
<u>2</u>	10. Admit older students provisionally to allow them to prove themselves
<u>3</u>	11. Administer skill inventories to determine if needed competencies are possessed
<u>2</u>	12. Do market research to determine potential older students' interests and needs
<u>2</u>	13. Do research on older students' concerns and anxieties about going to college
<u>1</u>	14. Allow part-time enrollment
<u>3</u>	15. Provide credit for life and work experience
<u>2</u>	16. Provide academic testing for credit (test-out option)
<u>2</u>	17. Provide placement exams
<u>3</u>	18. Allow registration by telephone
<u>3</u>	19. Allow registration by mail
<u>2</u>	20. Set up one stop/one step registration
<u>3</u>	21. Provide off-campus registration options

needed, three deal with registration options (18, 19, and 21), three deal with evaluating the prospective student's experience and skills (7, 11, and 15), and number 9 proposes to do away with application deadlines.

The minority opinions on the items dealing with the admissions process state that the admissions process should be the same for all students and that older students do not really want or need special treatment. The marketing research suggestions produced minority opinions stating that research is a waste of time and money and that older student needs are obvious from the literature. One respondent felt that having special publications for older students was too difficult a task. A single respondent stated that all admissions counselors should be able to handle older students. The minority opinions of the moderately needed items, because of the definition of minority opinion, produced both higher and lower estimates of the need for the suggestions. The three items suggesting registration options received the following mixed minority opinions:

1. Registration by phone--one said that it should be made as easy as possible while four said that it was not needed, created additional work, and violated the need for one-on-one counseling;
2. Registration by mail--four thought it was absolutely necessary and saves time while one felt it simply was not needed in any but very large institutions;
3. Off campus registration--one expressed the opinion that it should be made as easy as possible, while another

felt that either everyone should have that option or no one should.

The three items dealing with experience and skill evaluation received only one or two minority opinions in each direction. They argued on one side that these techniques are very helpful and on the other side that these techniques are impractical and ill-advised. Item number 9, dealing with the elimination of the application deadline, received the largest number of divergent opinions (four rated it higher and two rated it lower). The following two quotes from larger institutions are indicative of the tenor of those arguments.

We have found that at least 80% of adult students at our institution have been admitted in the 2 weeks before the beginning of an academic semester. This is 2-4 weeks after the published deadline for applications. Reasons vary from financial to job-related, but the fact remains that many adults don't have the "luxury" of planning to attend more than 2-3 weeks in advance.

. . . and then eliminate strict deadlines for financial aid and for the turning in of term papers, and then for the answers to discussion questions in history, and then to the answers to mathematical problems. . . . Older people are extremely capable and don't like to be patronized. I am extremely disappointed in respondents to your questionnaire who advocate watering down the college-going experience for older people so much that we rob them of their dignity and sense of accomplishment.

In summary, the minority opinions were few, and the vast majority of the respondents chose to agree with the medians listed in Table 3, i.e., these activities are needed to attract older students.

Career Development Activities

The items on career development activities produced no significant minority opinions. As can be seen From Table 4, all of the items received median ratings of "2" indicating that they are all highly needed in the recruitment of older students. Most of these activities and services are available at baccalaureate colleges and universities for the traditional age group, but the message that comes through is that these services should be made available to older students.

Table 4. Career Development Activities

<u>Median</u>	
<u>2</u>	22. Provide career counseling for older students
<u>2</u>	23. Provide mini workshops on careers for older students
<u>2</u>	24. Provide career placement and development geared to older students
<u>2</u>	25. Maintain career placement files of academic work and recommendations
<u>2</u>	26. Provide career development counseling to assist with midlife career changes, loss of employment, and marriage-related changes
<u>2</u>	27. Provide internships for older students to aid in job search
<u>2</u>	28. Indicate relationship between a particular course of study and a career job
<u>2</u>	29. Offer cooperative education programs for older students

Counseling and Advising

The items indicated on Table 5 show a general consensus that counseling and advising services should be made available to adults.

Table 5. Counseling and Advising

Median	
<u>2</u>	30. Provide personal and academic counseling geared to older students
<u>2</u>	31. Provide peer counseling for older students
<u>2</u>	32. Suggest nontraditional degree programs when appropriate
<u>2</u>	33. Provide older students information concerning BA level educational opportunities
<u>3</u>	34. Provide personnel testing normed for adults
<u>2</u>	35. Make counseling and advising available at all times institution is open

The one item not rated "Highly Needed" was testing normed for adults. This suggestion received three strongly worded minority opinions that to use tests normed for young adults was not appropriate. Items 30 and 33 were rated at or near the median by all the respondents and received no minority opinions. Peer counseling was called into question as a technique by one respondent while two respondents expressed disfavor with this special treatment for yet another special group. Two individuals did not approve of nontraditional degree programs while another thought that good advising and counselors would suggest appropriate options to anyone. A fourth individual warned that nontraditional degrees should not be recommended on the basis of age alone. Item 35 received three minority opinions stating that counseling and advising need only be available during the day and perhaps on weekends if the college is in session. However, the broad consensus is that special counseling and advising should be made available to adults.

Curriculum Modifications

The 14 suggestions made by the respondents all received a median rating between "Highly Needed" and "Moderately Needed" (see Table 6). Most of the ideas are specific courses with a few suggestions that indicate teaching methods and curriculum planning methods. Of the specific courses mentioned, "Job Retraining" was rated highly, but the minority opinion of three individuals indicated that they thought it an inappropriate course for a four year college.

Table 6. Curriculum Modifications

<u>Median</u>	
<u>2.5</u>	36. Provide classes to expand older students' horizons (e.g., philosophy and psychology) with discussions on how they view life
<u>2</u>	37. Provide courses directed at job retraining for people with outmoded skills
<u>2</u>	38. Provide business management courses
<u>2</u>	39. Provide a "Back to School" course to help returning students
<u>2</u>	40. Provide self-enrichment courses
<u>3</u>	41. Provide a word processing course
<u>2</u>	42. Provide remedial courses for older students who need them
<u>3</u>	43. Offer courses that are recreational in nature
<u>3</u>	44. Offer general studies degree program
<u>2</u>	45. Offer courses that challenge older students and capitalize on their experience
<u>3</u>	46. Utilize citizen curriculum advisory groups
<u>3</u>	47. Offer Elderhostel programs
<u>2</u>	48. Package degree programs to provide specific focus and definite time span
<u>2</u>	49. Work with business and industry to design courses and programs that meet their needs

"Business Management" courses, though rated "Highly," received one minority opinion that adults would not be interested in such courses. The "Back to School" course was also rated "Highly" but was marked down by two individuals as not wanted or needed by older students and also as a need that could be best handled through other services. "Self-Enrichment" courses, rated "Highly Needed," received two lower ratings, indicating adults would not be interested. The "Word Processing" course, rated "Moderately Needed," received one minority opinion that everyone should have such a course. Remedial courses were rated "Highly Needed" but received very different, lower, minority opinions. A respondent from a large school thought these courses were needed for everyone and hence were "Seldom Needed" to recruit older students. A second large school respondent said that remedial courses were not the purview of four year institutions. One small school respondent said it was not feasible for a small school to offer them while the other said that older students do not need remedial work. Recreational courses received a "Moderately Needed" rating, even though one respondent thought adults would take time for them. Others said recreational courses were needed for everyone and were especially attractive to older students because they provided variety.

Seven individuals rated the general studies degree suggestions with "Always Needed" minority opinions. Their consensus was that the general studies degree is essential for tailoring the baccalaureate programs to the diverse needs and wants of adults. It also allows for some of the items mentioned above, such as credit for experience. One individual expressed a philosophical distaste for the special degree.

The nationally recognized Elderhostel program received a "Moderately Needed" median rating as a recruitment tool. Three individuals thought that it was a highly successful recruiting tool, and one thought that it did not work at all. The suggestion concerning packaging specific degree programs with a specific focus and specific time span received a "Highly Needed" median, but one respondent said that good advisors would identify the appropriate programs for older students without special packaging.

The two items that refer to teaching methods (36 and 45) received much the same minority response. In other words, good teaching would expand horizons, challenge, and capitalize on the students' experience without any special classes. A few respondents said that these aspects of curriculum were so far away from the needs of adults that they would not take such courses. Though the use of citizens curriculum advisory groups received mixed ratings, working with business and industry received a median rating of "Highly Needed" with no dissenting opinion.

In spite of the diverse minority opinions in this section of the questionnaire, the general consensus is that these 14 curriculum modifications are needed to a moderate to high degree to attract older students.

Financial Aid

Based on the number of minority opinions and the strongly worded nature of them, some of the items in this section elicited intense feelings, even though all but three of the financial aid items received median ratings of "Highly Needed" or "Always Needed." Three

Table 7. Financial Aid

<u>Median</u>	
<u>3</u>	50. Offer discount procedures or fee waivers to part-time adults
<u>2</u>	51. Make payment plans flexible
<u>3</u>	52. Charge only for student services used
<u>2</u>	53. Encourage employers to support worker participation through benefits, time off, tuition assistance
<u>2</u>	54. Offer special financial plans
<u>2</u>	55. Offer financial counseling
<u>2</u>	56. Offer financial aid (tuition and fees only) for part-time students
<u>1</u>	57. Make students over 25 eligible for financial aid
<u>2</u>	58. Offer senior citizen discounts
<u>2</u>	59. Commit the institutional financial resources to scholarships and loans
<u>2</u>	60. Encourage older students to keep jobs while in school
<u>3</u>	61. Offer free courses of short duration to entice prospective students

of the items received only nominal minority opinion stating that the suggestion was important for everyone (51, 54, and 55). The highest rated item (number 57) received two minority opinions which said there was not enough money for the 18 to 24 year old students, let alone older students. Discounts and fee waivers for senior citizens and part-time students (50 and 58) elicited four negative responses each. The feeling of the minority was that discounts and fee waivers for special groups were a violation of fairness.

On the other hand, two positive minority opinions of Item 50 indicated that part-time students have a high attrition rate due to financial problems and need help, since financial aid is often limited

to full-time students. The suggestion of charging only for services used (52) elicited a variety of responses also. The four who said this practice is "Never Needed" indicated that the services would not survive with such a plan; state regulations prohibit differential fee structures; it is difficult to break out the hidden costs of the services; and once again that it violates the fairness doctrine. The three individuals who rated this "Always Needed" felt that since finances were a barrier for many older students, why should they have to pay for services that were often unavailable when and where they took classes. Though Item 59 received a median of "Highly Needed," one individual thought that committing institutional resources to scholarships and loans was fiscally irresponsible. Item 60 suggests that older students be encouraged to keep jobs while they are attending college. Though it received a median of "Highly Needed," three individuals said that the older students should decide on their own; one said that they generally do not need the encouragement; while another said that many older students want to quit jobs and attend full-time.

Though these suggestions on financial aid received a variety of minority opinions on some of the items, the general consensus of the respondents was that older students need to be included in the student financial aid planning of the institution.

Faculty Sensitivity and Teaching Practices

This section looks at altering classroom practices as a way of attracting older students. As can be seen from Table 8, four of the items receiving medians of "Moderately Needed" were alternative

Table 8. Faculty Sensitivity and Teaching Practices

<u>Median</u>	
<u>1</u>	62. Improve faculty staff awareness of the older students' needs
<u>2</u>	63. Encourage class participation of older students
<u>2</u>	64. Train instructors in teaching adults
<u>3</u>	65. Provide tutorial options to class attendance
<u>3</u>	66. Use computer aided instruction so that students can continue education at home
<u>2</u>	67. Make staff/faculty available when the older students are on campus
<u>3</u>	68. Expand the use of videotaped courses
<u>2</u>	69. Use more seminar type courses to encourage class participation
<u>3</u>	70. Cut class size to 10-12
<u>3</u>	71. Ensure that influx of older students doesn't adversely affect departmental staffing

instructional methods (65, 66, 68, 70). On the other hand, the highest rated item was 62 dealing with improving the faculty's awareness of older student needs. Two individuals rated this item lower saying that this was not necessary on campuses with substantial older student populations. Two items (63 and 69) entailing encouragement of class participation received only one dissenting opinion stating that older students participate without encouragement. Item 64 suggests that faculty be trained in methods of teaching adults. This received no dissenting opinion from its "Highly Needed" rating, as was the case with item 67 concerning faculty and staff availability. The four suggestions concerning alternative teaching practices (65, 66, 68, and 70) received "Moderately Needed" consensus ratings, as well as both higher and lower minority opinions. Tutorial options (65)

generated minority opinions saying that tutoring should always be available for adult students because it would be beneficial to their success. However, one individual thought that it was a poor alternative to a classroom experience. Computer assisted instruction (66) was viewed as, on the one hand, more conducive to personal schedules, and, on the other hand, as not needed at small schools. Video courses (68) were also viewed as a cost effective way to expand the market but not needed at the smaller schools. Cutting class size to 10 to 12 students (70) was rated higher than the median by an individual who stated that it increased the chance of success. Two other respondents disagreed, saying it was not cost effective.

Numer 71 received a "Moderately Needed" median for its warning that colleges and universities should ensure that the influx of older students does not adversely affect departmental staffing. Seven respondents said this was "Always Needed" because the attitude of the faculty toward the older students may be negative as a result of his or her having to teach more night classes or simply more classes. One respondent rated this "Never Needed" because there will be no adverse affect due to enrollment declines.

In summary, the suggestions with the highest scores indicate that faculty must become more sensitive to older students' needs and increase contact with them through classroom interaction and being available after class. Alternative teaching practices received only a lukewarm reception.

Off-Campus Program Options

This section grouped together a number of suggestions for receiving credit in nontraditional ways. The two off-campus class suggestions (72 and 75) received "Highly Needed" median ratings (see Table 9). The minority opinions on 72 indicated that the campus

Table 9. Off-Campus Program Options

<u>Median</u>	
<u>2</u>	72. Offer courses where older students live and work
<u>4</u>	73. Accept more correspondence course work
<u>3</u>	74. Provide independent directed study options
<u>2</u>	75. Use junior/community colleges classrooms to provide selected major in population centers
<u>3</u>	76. Offer teleconferencing/telebridge courses
<u>4</u>	77. Offer Bachelor of Independent Studies Program
<u>3</u>	78. Offer open university courses on radio and television

was the best place for college classes in rural areas because of the lack of appropriate classroom space elsewhere, and in metropolitan areas the issue did not arise because of the proximity of campus to large numbers of people. Disagreeing with number 75 one individual said that they were in direct competition with the junior college in their area and would never think of putting classes in the junior college's buildings. The other five suggestions, though they were rated either "Moderately Needed" or "Seldom Needed," received two to seven minority responses which indicated strong support for these suggestions because of their flexibility in solving the scheduling and access problems of older students. Numbers 76 and 78 received

negative comments that said these alternate media options were not appropriate and not good substitutes for classroom experiences. In summary, there seems to be a strong bias toward classroom experiences over nonclassroom experiences in spite of the fact that many of the less highly rated items are more compatible with the needs of adults.

Recruitment Techniques

This group of ideas concerning recruitment techniques is interesting with controversy in the minority opinions. The extremes are indicated on Table 10 as numbers 80 and 101 receiving median ratings of "Always Needed" and numbers 85, 89, and 99 receiving median ratings of "Seldom Needed." The highest rated items suggested developing promotional material that indicate older students exist on campus and are welcome and working with community education directors and community college counselors to encourage referrals. One individual thought that rather than developing separate promotional materials, those attitudes should be included in the regular materials. One dissenter rated all the items in this section with "Seldom Needed" because he felt that recruitment techniques were less important than the development of programs and services to meet the needs of older students. The use of gift certificates received no dissent from the "Seldom Needed" median it received. The use of newspaper discount coupons as an encouragement received one individual's opinion that it worked well, while the median rating was "Seldom Needed." Though the use of home visits received only a "Seldom Needed" median, five small schools indicated that this is an important and valuable technique for them. One small school said it was too costly. Eight of

Table 10. Recruitment Techniques

<u>Median</u>	
<u>2</u>	79. Search for second career persons
<u>1</u>	80. Develop promotional materials that communicate that older students are welcome and do attend
<u>2</u>	81. Send promotional materials to beauty parlors, libraries, and fairs
<u>2</u>	82. Offer "bring a friend night" for older students
<u>2</u>	83. Distribute promotional materials at professional conferences
<u>2</u>	84. Use testimonials in advertising
<u>4</u>	85. Sell gift certificates
<u>3</u>	86. Recruit parents of current local 18-24 year old students
<u>3</u>	87. Give Welcome Wagon promotional materials
<u>3</u>	88. Recruit in retirement groups
<u>4</u>	89. Offer a discount coupon in newspaper ad
<u>2</u>	90. Advertise with newspaper, local magazine, radio, TV aimed at older students
<u>2</u>	91. Advertise that you meet older student needs, e.g., time, location, and financial aid to accommodate the older student
<u>2</u>	92. Use media to establish an awareness of special programs for older students
<u>2</u>	93. Speak to local groups of adults
<u>2</u>	94. Set up college fairs and educational information days at malls and other shopping locations
<u>2</u>	95. Offer "visitation days"--(attend a class, have lunch and meet older students)
<u>2</u>	96. Recruit people taking noncredit continuing education courses
<u>2</u>	97. Provide information concerning older student programs to alumni
<u>3</u>	98. Visit churches
<u>4</u>	99. Make home visits
<u>2</u>	100. Establish better ties with employers and community agencies
<u>1</u>	101. Work with community education directors, community college counselors for referrals

Table 10. Continued

<u>Median</u>	
<u>3</u>	102. Develop a regional list of potential older students
<u>2.5</u>	103. Use the telephone as a marketing device
<u>2</u>	104. Use direct mail marketing to adults
<u>2</u>	105. Organize an exposition of local educational opportunities for lifelong learners
<u>2</u>	106. Show benefits of going back to school in promotional literature

the items receiving medians of "Highly Needed" received no dissenting opinions (79, 82, 92, 93, 97, 100, 105, and 106). Four of the items receiving "Highly Needed" medians received minority opinions that stated the techniques were both ineffective and not cost effective (81, 83, 90, and 94). Though the suggestion of advertising the fact that a college meets the needs of older students (91) received a "Highly Needed" median, it also received a "Never Needed" rating with the comment that this was best done through alumni and direct mail. The use of visitation days (95) was also rated "Highly Needed," but one rater pointed out that many older students go to school at night. One rater thought that the recruitment of students in existing non-credit programs (96) would be ineffective, even though the median for that item was "highly Needed." Number 104 suggested the use of direct mail marketing to adults as a "Highly Needed" technique. Telephone marketing received a median half way between "Highly Needed" and "Moderately Needed." This item also received widely split minority opinions. Those that rated telephone marketing as "Always Needed" said that it was highly cost effective but should probably be used

only as a follow-up to previous contact. One respondent said that it worked well with personnel directors. Four individuals rated telephone marketing as "Seldom Needed" because it was not cost effective, was an invasion of privacy, was too hard sell, and was not as good as personal counseling.

Five suggestions (86, 87, 88, 98, and 102) received median ratings of "Moderately Needed." The recruitment of traditional students' parents received three minority opinions of "Always Needed" which said that these people were likely candidates because they were often the most vocal supporters of the college. The use of the Welcome Wagon to distribute promotional literature received six "Always Needed" ratings saying that it was both cheap and effective. Though recruitment in retirement groups received "Moderately Needed" ratings, one respondent rated it "Always Needed" because he thought it not only good for the retirees but also a good source of older students. Church visitations received mixed minority opinions which were distinguishable by institutional size. Three small institutions, two church-related schools and one private school, rated this suggestion "Always Needed" with the comments that it was essential and effective. Five large institutions rated church visits as "Never Needed" with the comments that there should be separation of church and state and that it was not appropriate. Suggestion number 102, developing a regional list of potential older students, received one "Never Needed" which said it would be impractical with a mobile population. On the other hand, six respondents rated the idea as "Always Needed" saying that the list would facilitate travel, would

increase effectiveness of all recruiting efforts, was needed for direct mail marketing, and was an excellent way to know the market.

These techniques, taken as a whole, are a good starting place for any admissions director. Even though some are rated negatively, it is apparent that they are useful in the proper setting. The negative comments were for the most part the result of individual raters thinking only of their institutional settings.

Scheduling

The ratings of scheduling options listed in Table 11 reflect their acceptability to admissions directors. The three highest rated ideas (107, 108, and 109) received only one or two minority opinions, each claiming impracticality. These options are widely adopted by

Table 11. Scheduling

<u>Median</u>	
<u>1</u>	107. Provide more late afternoon, evening, Saturday, and weekend classes
<u>1</u>	108. Encourage part-time enrollment in daytime courses
<u>1</u>	109. Provide evening degree programs
<u>3</u>	110. Provide holiday classes
<u>2</u>	111. Provide lunch hour classes
<u>2</u>	112. Provide intensive summer courses which can be completed on a two-week vacation
<u>3</u>	113. Provide courses which can be completed in one weekend
<u>2</u>	114. Open all campus offices one night per week

colleges and quite likely exist at most of the institutions surveyed. Providing nontraditional times for classes and encouraging part-time

enrollment in daytime classes is the traditional method of scheduling for adult students. The options rated "Highly Needed" (111, 112, and 114) are the ones less likely to occur on campuses--lunch hour classes, two-week summer courses, and having campus offices open one night a week. Lunch hour classes received comments saying there was little demand for them or that at larger schools scheduling was continuous throughout the day. Two-week summer courses received four comments which said that this form of programming was not educationally sound. One small school indicated they did not have the needed housing for this kind of programming. Opening offices one night a week received seven remarks saying it was not economically feasible and that it might be more cost effective to have a single all-purpose office open at night. One respondent indicated that adults would not be interested in scheduling adjustments.

The two suggestions receiving only "Moderate" ratings were the most unusual of the group--(110) holiday classes and (113) one weekend classes. Two schools felt that the holiday classes were "Always Needed" because this was a time when adult students were free from work responsibilities. However, four others said that such classes would not be accepted, would be inappropriate for church-related institutions, would not be cost effective or educationally sound, or would needlessly cut into the much needed holiday vacations of university personnel. Courses that can be completed in one weekend received both six "Always Needed" ratings and six "Never Needed" responses. The "Always Needed" respondents indicated that this scheduling option would meet the scheduling needs of older students very effectively and would allow for greater flexibility in course

work, credit load, and personnel considerations. One individual indicated that adults were more willing to commit to shorter duration courses. The six who thought weekend courses were "Never Needed" objected primarily on the grounds that educational quality would be compromised.

In spite of the smatterings of minority opinions, the vast majority of respondents thought that alternatives to eight to five scheduling were needed for older students but that the issues of educational quality must be addressed in the design and implementation of these options.

Support Services

As can be seen from Table 12, a long list of support services was recommended with none receiving less than a "Moderately Needed" median. Surprisingly, only one item (134) received a median of

Table 12. Support Services

<u>Median</u>	
<u>2</u>	115. Establish adult student center for adult student services
<u>2</u>	116. Provide orientation program for older students
<u>2</u>	117. Offer noncredit "brush up" courses
<u>3</u>	118. Provide longer hours for food service
<u>3</u>	119. Offer "Prep for CLEP" classes
<u>2</u>	120. Offer study skills workshops
<u>2</u>	121. Provide support groups of older students funded by the institution as a student activity
<u>2</u>	122. Provide self-development labs to teach needed competencies

Table 12. Continued

<u>Median</u>	
<u>3</u>	123. Establish interaction groups of older students with faculty hosts
<u>2.5</u>	124. Link older student alumni with new older students to help them get started
<u>2</u>	125. Provide for child care (free or subsidized)
<u>3</u>	126. Broker car pool linkages
<u>3</u>	127. Encourage public transportation to accommodate evening and weekend older students
<u>2</u>	128. Set up tutoring program
<u>3</u>	129. Provide recreational opportunities for older students
<u>2</u>	130. Make parking available, near classes
<u>3</u>	131. Maintain after hours hotline for older students
<u>3</u>	132. Establish a lounge for older students
<u>2</u>	133. Involve older students in planning services
<u>1</u>	134. Recognize older students for academic honors
<u>2</u>	135. Include older students in campus organizations and honorary societies
<u>2</u>	136. Establish older students column in campus and/or local paper
<u>2</u>	137. Provide housing alternatives, e.g., married student housing, on-campus housing, and off-campus subsidized housing
<u>2</u>	138. Establish an information bank of off-campus housing
<u>3</u>	139. Provide physical space for older students to study, eat/prepare meals, or even spend a night

"Always Needed" which suggested that older students be recognized for academic honors. Obviously many believed that the recognition of older students for excellence in academics would serve as a means of encouraging other adults to continue their educations.

The items receiving median ratings of "Highly Needed" received little discussion from the respondents. The few comments made

indicated that either the suggestion was too costly or that it would not be used by older students. There was a general feeling among a small minority that older students should use the student services provided for younger students. These "Highly Needed" services can be divided into on-campus social support services (115, 121, 133, 135, and 136), academic support services (116, 117, 120, 122, and 128), and life/situational support services (125, 130, 137, and 138).

One item (124) suggested that older students be linked with older student alumni for initial support and received five minority opinions which agreed wholeheartedly. These respondents thought that this kind of linkage would be a good way to provide support for the beginning older student. However, three individuals disagreed saying that it was not important and should be provided by the staff.

The items receiving median ratings of "Moderately Needed" received the most opposition in this section. These items can be divided into personal services (118, 126, 127, 129, 132, and 139), advanced placement services (119), and administrative support (123 and 131). Extension of food service hours to accommodate older students (118) was thought to be too costly by two respondents. Brokering car pools (126) and helping to alter public transportation (127) both received minority support claiming that these services were essential for adults who might not have a personal car to drive to campus. Recreation for older students was thought to be "Never Needed" by two but was thought to be "Always Needed" by one person who thought that adults would be attracted by the additional activities. The two "home away from home" items (132 and 139) received five and three individual minority opinions, respectively, saying that these

services provide older students an opportunity to interact with their peers. The negative comments by two individuals indicated that it was a bad practice to isolate adults on campus. The one item (119) which referred to "Prep for CLEP" classes received no minority opinion, though it is interesting to note that the respondents in general thought this was of less value than the other academic support services mentioned above. The two administrative support items (123 and 131) received minority opinions indicating that rap groups with faculty would reduce fears and provide good support to older students though one said that older students tended to do this with faculty on their own initiative. The after hours hotline was seen as not cost effective even though one individual pointed out that it was a necessary service on campuses that close down at five in the afternoon.

In general, the items that were rated higher in this group were those that dealt with academic recognition of older students, on campus social support, academic support, and life situational support. Those that received only moderate ratings dealt with personal support services, advanced placement services, and administrative support services. However, this list can be seen more as a priority ranking of support services needed by adults if a college and university is interested in recruiting and retaining adults.

Question Two Responses

In round one, question two asked the directors of admissions to list the skills and competencies needed by admissions officers to

recruit older students during the next decade. Round two asked them to rate each of the round one responses in terms of whether it was "Always Needed," "Highly Needed," "Moderately Needed," "Seldom Needed," or "Never Needed." Round three asked them to explain their scores if they chose to maintain more than one point deviation from the median. Consequently, the second round generated the medians or consensus opinions, and the third round generated the minority opinions.

The responses from round one were grouped into the following categories to aid the respondents in subsequent rounds:

1. Skills needed by admissions personnel,
2. Knowledge needed by admissions personnel,
3. Experience needed by admissions personnel,
4. Personal characteristics needed by admissions personnel.

Some of the respondents said that the responses generated were too ideal. In fact, one stated, "It would be nice to have admissions counselors with all of the skills listed, but they don't exist." The other general comment was that these characteristics were not unique to admissions personnel dealing with older student recruitment. All admissions personnel should have all of these characteristics to some degree. No item in the list received a median response of "Seldom Needed" or "Never Needed." Very few items received any minority opinions.

Skills Needed by Admissions Personnel

Of the 35 skills listed (see Table 13), 11 were rated "Always Needed," 22 were rated "Highly Needed," and 2 were rated "Moderately

Table 13. Skills Needed by Admissions Personnel

<u>Median</u>	
<u>1</u>	1. Counseling
<u>2</u>	2. Analytical
<u>1</u>	3. Communications
<u>2</u>	4. Management
<u>2</u>	5. Advertising
<u>2</u>	6. Networking
<u>1</u>	7. Individual problem solving
<u>2</u>	8. Benefit analysis
<u>2</u>	9. Attention to detail
<u>3</u>	10. Curriculum development
<u>2</u>	11. Selling
<u>1</u>	12. Public speaking
<u>2</u>	13. Evaluating nontraditional learning
<u>2</u>	14. Marketing research
<u>2</u>	15. Program marketing to older students
<u>2</u>	16. Ability to work with business and industry
<u>1</u>	17. Ability to work with faculty
<u>2</u>	18. Ability to reach older students in work settings
<u>2</u>	19. Planning skills
<u>2</u>	20. Organizing skills
<u>2</u>	21. Assessing older students potential for academic work
<u>1</u>	22. Advising
<u>2</u>	23. Persuading
<u>2</u>	24. Decision making skills
<u>2</u>	25. Ability to design and write brochures
<u>2</u>	26. Ability to work with campus publications people
<u>1</u>	27. Human relations skills
<u>2</u>	28. Career planning skills
<u>1</u>	29. Ability to track down answers to unusual questions
<u>1</u>	30. Writing skills
<u>1</u>	31. Public relations ability

Table 13. Continued

<u>Median</u>	
<u>2</u>	32. Research skills
<u>1</u>	33. Ability to make community contacts
<u>3</u>	34. Data processing skills

Needed." The 11 "Highly Rated" items were (1) Counseling, (3) Communications, (7) Individual problem solving, (12) Public speaking, (17) Ability to work with faculty, (22) Advising, (27) Human relations skills, (29) Ability to track down answers to unusual questions, (30) Writing skills, (31) Public relations ability, and (33) Ability to make community contacts. Only three received minority opinions. Three respondents said that "Individual problem solving" was not needed, should be handled by the counseling center, or should be referred to someone else, respectively. Advising was seen as either the responsibility of the faculty or simply not needed by three respondents. Public relations ability was seen by one rater as a specialty needed by only one person in each office.

The items that received "Highly Needed" median ratings and no minority opinions were (2) Analytical, (4) Management, (5) Advertising, (6) Networking, (8) Benefit analysis, (9) Attention to detail, (16) Ability to work with business and industry, (18) Ability to reach older students in work settings, (19) Planning skills, (2) Organizing skills, (21) Assessing older students potential for academic work, (24) Decision making skills, (25) Ability to design and write brochures, and (26) Ability to work with campus publications people. Selling (11) was seen by one as too high pressure, while another

thought that education should not be "sold." Evaluating nontraditional learning (13) was seen by two as an academic function while one individual pointed out that this was seldom needed in technical programs. One individual thought that both market research (14) and program marketing to older students (15) were not needed. "Persuading" (23) received comments from six individuals who thought that admissions personnel should never persuade but instead inform. Career planning skills (28) were seen by one respondent as too specialized to be part of admissions. Research skills (32) were seen by two respondents as needed only if not available in the institutional research office.

Two items received "Moderately Needed" median ratings (10 and 34). Both items received a number of strongly worded minority opinions in favor of these being "Always Needed." Curriculum development skills (10) were thought to be needed to help understand nontraditional students, to communicate the needs of older students to the curriculum development people on campus, and to be effectively involved in the delivery of courses to part-time and off-campus older students. One individual said that curriculum development skills were never needed because the admissions personnel do not have the academic background necessary. Data processing skills (34) were seen by four individuals as absolutely necessary for all admissions personnel.

In general, the items listed as "Skills Needed by Admissions Personnel" should all be taken into account when assessing an individual's ability to function as a recruiter of older students.

Knowledge Needed by Admissions Personnel

Of the 25 items generated in this category, 6 received "Always Needed" median ratings, 16 received "Highly Needed" median ratings, and 3 received "Moderately Needed" median ratings (see Table 14).

Table 14. Knowledge Needed by Admissions Personnel

<u>Median</u>	
<u>1</u>	35. Needs of older students
<u>2</u>	36. Career information
<u>1</u>	37. Graduation requirements
<u>2</u>	38. Demographics of older students at your college
<u>1</u>	39. College's programs
<u>2</u>	40. Occupational opportunities in relation to academic majors
<u>2</u>	41. Nontraditional learning experiences in the community
<u>2</u>	42. Industry and its needs
<u>2</u>	43. Transcript evaluation
<u>2</u>	44. Transfer articulation agreements
<u>2</u>	45. Other educational programs in your area
<u>2</u>	46. Self-improvement opportunities for older students
<u>2</u>	47. Knowledge of tests evaluating nontraditional learning
<u>2</u>	48. ACE guide for evaluation of military and employer training
<u>3</u>	49. Credit for experience formulas
<u>3</u>	50. Veterans administration programs
<u>1</u>	51. Financial aid
<u>1</u>	52. Institutional policies
<u>2</u>	53. Child care needs and services available
<u>2</u>	54. Job market in your area
<u>2</u>	55. Older students' programs at other institutions
<u>1</u>	56. Academic fields
<u>2</u>	57. Adult development and learning theory

Table 14. Continued

Median	
<u>3</u>	58. The dynamics of grief as it relates to adults in transition
<u>2</u>	59. Knowledge of how to use public media effectively

Those items rated highest and lowest received the most minority opinion. Three items received "Always Needed" ratings: Needs of older students (35), College's programs (39), and Academic fields (56). They received no minority opinions. Three other items receiving medians of "Always Needed" generated minority comments that Graduation requirements (37), Financial aid (51), and Institutional policies (52) were not that important. In all three cases the minority expressed the opinion that others on campus were more qualified to handle student concerns in these areas. Eight items received "Highly Needed" median ratings without minority opinion: (36) Career information, (38) Older student demographics, (41) Nontraditional learning experiences in the community, (43) Transcript evaluation, (44) Transfer articulation agreements, (45) Other educational programs in your area, (46) Self-improvement opportunities for older students, and (47) Knowledge of tests evaluating nontraditional learning. Other items receiving "Highly Needed" median ratings did receive minority opinions. Knowledge of occupational opportunities in relation to academic majors (40) received a minority comment that this was more needed by career counselors. One individual said that knowledge of industry and its needs (42) was not appropriate for a liberal arts college. Knowledge of the ACE guide (48) was seen by two individuals as not appropriate. One

individual said that because older students are from the community they do not need child care (53). Job market knowledge (54) was seen by one respondent as more appropriately needed by career counselors. Because older students are place bound, admissions personnel have little need for knowledge of older student programs elsewhere (55) according to one rater. Adult development and learning theory (57) was seen by two respondents as more appropriate to faculty and advisors. Finally, one individual said that only one person on the admissions staff needed to have knowledge of how to use media (59), not all of them.

The three items receiving "Moderately Needed" median ratings all received minority opinion rating them as "Always Needed." Knowledge of credit for experience formulas (49), Veterans administration programs (50), and Dynamics of grief as it relates to adults in transition (58) were all advocated by three to five individuals who said that these areas of knowledge would make the admissions officer more credible with older students and would, in the case of the last one, aid in sensitizing younger admissions officers.

As with the skills needed by admissions personnel, knowledge areas all received "Moderately Needed" median ratings and should be viewed as relatively important in assessing admissions officers.

Experience Needed by Admissions Personnel

The four items grouped under the general category of experience received either "Highly Needed" or "Moderately Needed" median ratings (see Table 15). Working with adults (61) and Having a generalist academic background (63) were seen as more desirable than having work

Table 15. Experience Needed by Admissions Personnel

<u>Median</u>	
<u>3</u>	60. Work outside higher education
<u>2</u>	61. Work with adults
<u>3</u>	62. Academic work as an older student
<u>2</u>	63. Generalist academic background

experience outside higher education (60) and having experience as an older student (62). Two individuals said that experience working with adults was not needed because a good admissions officer can work with anyone and it is more important that a person can relate to others. One individual said that personal characteristics should be of more concern than academic background. Though one individual said that work outside higher education was of no benefit in working with older students, three other respondents said this experience was "Always Needed" to sensitize admissions officers to the needs and concerns of older students. In the same vein, while two respondents indicated that academic work as an older student was not necessary, four individuals said it would help to sensitize the admissions officer.

Again the ratings indicate that experience in these four areas would tend to increase the effectiveness of the admissions officer in recruiting older students.

Personal Characteristics Needed by Admissions Personnel

Of the 12 items grouped in this section, 11 received "Always Needed" median ratings with no minority opinion: items 64, 64, 67, 68, 69, 70, 71, 72, 73, 74, and 75 (see Table 16). The one remaining

Table 16. Personal Characteristics Needed by Admissions Personnel

<u>Median</u>	
<u>1</u>	64. Enthusiasm for higher education
<u>1</u>	65. Enthusiasm
<u>3</u>	66. Over 25 years old
<u>1</u>	67. Belief in service orientation of admissions
<u>1</u>	68. Willingness to work odd hours
<u>1</u>	69. Unconditional positive regard
<u>1</u>	70. Flexibility
<u>1</u>	71. Empathy
<u>1</u>	72. Patience
<u>1</u>	73. Support
<u>1</u>	74. Maturity
<u>1</u>	75. Sensitivity

item generated some small controversy, receiving a "Moderately Needed" median rating and minority opinions both for and against. The six individuals who rated being over 25 (item 66) as "Always Needed" said that having older people on the staff makes a positive statement to older students, that being of the same age helps sensitize the admissions officer, and that older students need someone with whom they can identify. The one negative remark indicated, as was mentioned in the experience section, that it might be helpful but was not really necessary.

"Unconditional positive regard" was not rated by a number of respondents who apparently did not recognize the counseling term.

The items listed here are less likely to be measurable and identifiable in individuals who are being considered for positions to

recruit older students, but these may be the most important as indicated by the near unanimous consensus.

Differences Between Large and Small Institutions

In order to evaluate Research Question III, "Are there significant differences in the ratings of larger institutions and smaller institutions on the first two research questions?," t-tests were calculated for each of the 139 items on Question I and the 75 items on Question II. On Question I, nine items (9, 16, 29, 36, 37, 70, 71, 98, and 99) were rated significantly different, and on Question II, four items (16, 37, 42, and 64) were rated significantly different. The .05 level of significance was used.

Question I--Specific Methods and Activities

Item 9 ratings indicated that smaller institutions have a greater need for the elimination of strict application deadlines for older students. Item 16 ratings indicated that larger institutions have a greater need to provide academic testing for credit. Item 29 ratings indicated that larger institutions have a greater need for cooperative education programs for older students. Item 36 ratings indicated that smaller institutions have a greater need for providing classes to expand the older students' horizons, such as philosophy and psychology, with discussions on how they view life. Item 37 ratings indicated that larger institutions have a greater need to provide courses directed at job retraining for people with outmoded skills. Item 70 ratings indicated that smaller institutions have a

greater need to cut class sizes to 10 to 12. Item 71 ratings indicated that smaller institutions have a greater need to ensure that the influx of older students did not adversely affect departmental staffing. Items 98 and 99 ratings indicated that smaller institutions have a greater need to make home and church visits in recruiting.

Question II--Skills and Competencies

Larger institutions rated two of the skills and competencies as more needed than did the smaller schools. Both of these items (16 and 42) dealt with business and industry: Ability to work with business and industry and knowledge of industry and its needs. Item 37 ratings indicated that the smaller institutions have a greater need for knowledge of graduation requirements as did item 64, "Enthusiasm for higher education."

Summary

Chapter Four presented an overview of the results, a detailed summary of the questionnaire findings, and a summary of the large and small institutional comparisons. Research Question One is answered by the results of Question One of the Delphi survey. Research Question Two is answered by the results of Question Two of the Delphi survey. Research Question Three is answered by the results of the t-tests comparing ratings of larger and smaller institutions. Chapter Five will present a summary of the first four chapters, conclusions based on the data presented in Chapter Four, recommendations for further research, and recommendations for the use of the results of this study.

CHAPTER FIVE SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Institutions of higher education are being threatened by changes in the demographic base from which they draw their student populations. The postwar baby boom has made its way through our colleges and universities and the number of graduating high school seniors is declining. The Carnegie Commission on Higher Education (1971) and others have indicated that these changing demographics can be overcome with increased efforts to recruit older students. As is suggested in this study, application of marketing theory will help institutions to survive, grow, and evolve. Kotler (1975) defines marketing as an attempt by an institution to satisfy institutional goals, generate consumer satisfaction, and provide long-run consumer welfare as a result of an exchange of goods and services. In this equation the "consumer" is the older student, the "institution" is the college and university, and the "exchange" is the student paying the college for an education as signified by a degree. The individuals who are at the crux of this equation are the Directors of Admissions. They have the responsibility to meet enrollment quotas to meet institutional goals. They are the ones who must also convince the adults in their service area that they will be satisfied and will receive long-term benefits

from spending their money and time. Consequently, this study investigated how Directors of Admissions thought older students should be recruited and what skills admissions officers would need to do that recruiting.

Specifically, the purpose of this study is to identify techniques and strategies which are considered by admissions directors to be most effective in recruiting older students to baccalaureate colleges and universities over the next decade and to identify the skills and competencies which will aid admissions officers in implementing these techniques. A secondary purpose is to determine if there is any difference in how admissions directors from large and small colleges view recruitment of older students.

The participants in this study, Directors of Admissions at 43 large and 33 small colleges, were sent a three iteration Delphi survey. The first round asked them to list techniques and strategies needed to recruit older students in the next decade and to list skills and competencies needed by admissions personnel to recruit older students in the next decade. The second round listed all of the responses and asked the respondents to rate each of the items in terms of the degree of need in aiding the recruitment of older students. The third round asked them to modify or defend any ratings which were more than one rating different from the median group rating. This produced not only a consensus but also minority opinions.

Research Question One asked what specific methods and activities should be developed and implemented during the next decade to attract older students to baccalaureate colleges and universities. The first round Delphi produced 139 unduplicated responses which were subsumed under ten categories for ease of reading and understanding.

Research Question Two asked what skills and competencies admissions officers will need to recruit older students during the next decade. The first round Delphi survey produced 75 unduplicated responses which were subsumed under four categories in subsequent questionnaires.

Research Question Three asked if there are any differences between the ratings of Directors of Admissions at large institutions and Directors of Admissions at small institutions. Statistical significance was found in 13 items.

Conclusions

1. Directors of Admissions have an extensive knowledge of ways to serve older students' needs and have a willingness to do so.

What is clear in examining the responses in this study is that virtually all of the suggestions of ways to serve older students contained in the literature were duplicated by the Directors of Admissions. Some were original with this study. However, what was even more evident from the responses was the admissions officers' eagerness to serve older students and a great interest in attracting them to their campus.

2. Directors of Admissions would like to have marketing expertise in their admissions staff.

A number of items were suggested as needed to recruit older students that reflect this interest in marketing expertise. These items included research into potential students, research into current students, examination of competing institutions, examination and

changes in program offerings and student services, examination and alteration in organizational structures, examinations of packaging, pricing, location, and promotion of curriculum, and the quality of personal contacts with potential older students. All of these suggestions are aspects of marketing theory and practice. In order to apply marketing theory in a systematic manner, the office of admissions at an institution should have someone with this expertise.

3. Large and small institution Directors of Admissions have similar views of the recruitment of older students and the skills, knowledge, experience, and personal characteristics needed in individuals to recruit older students.

Though statistical significance was found in comparisons of 13 of the 214 items, no clear meaning can be derived from them because of the small numerical differences in the mean ratings. It can also be noted that this is only a small percent of items producing significant differences. The direction and magnitude of these differences have been discussed in Chapter Four. In no sense can one conclude that either larger or smaller institution Directors of Admissions were more or less likely to have knowledge of or judge a need for recruitment practices with respect to older students.

4. Directors of Admissions have knowledge and understanding of marketing practices as a group but few have systematically applied marketing theory to the recruitment of older students.

Collectively, the respondents in this study reproduced most of the details of marketing activity. However, in looking at the individual responses to round one questionnaires, no one individual respondent applied marketing theory in a comprehensive manner to the

problem of recruiting older students. This result corresponds to the results of Blackburn (1980), who found a similar pattern.

Recommendations

1. Directors of Admissions should be involved in campus planning for older students.

When institutions want to attract older students, the admissions directors are the persons at the focal point. Not only can they assess the institutional environment and the institutional needs, but they also can understand the needs of adults wishing to return to college. The Director of Admissions must be able to transmit the needs of adults to the institutional decision makers and at the same time transmit to adults the institution's willingness to make modifications for older students. The Director of Admissions should be involved in institutional planning and decision making in order to facilitate this two-way communication. Interestingly, a number of respondents indicated frustration at not being able to effect some of the changes they were recommending. They felt prohibited from doing so or felt that these changes were outside their realm of influence.

Admissions directors should be integrated into the planning, decision making, and governance of their college or university so that marketing efforts could be coordinated and endorsed at the highest levels. This would also provide admissions directors an opportunity to inform the hierarchy of the needs and wants of older students so that courses and services could be tailored toward long-term need satisfaction. As can be seen from the responses, admissions

directors have a fairly comprehensive view of their institutions. Their responses were not limited to admissions practices but encompassed all aspects of campus life. If they are not included in the institutional planning process, an important resource is being neglected.

2. Pre-service and in-service training of admissions personnel should include marketing theory and practice.

Though the problem of recruitment of older students was addressed in this research study, the application of marketing principles to the general question of recruitment can be supported with a similar argument. That is, marketing principles can systematize the work of admissions officers and provide greater efficiency and perhaps cost savings. In addition, with the use of marketing theory one will, by definition, provide for a greater degree of institutional mission accomplishment, long-term student satisfaction, and long-term societal good.

Pre-service training of admissions officers in colleges and universities should include marketing theory and practice as applied to nonprofit organizations, specifically, higher education. In order to do this a series of case studies needs to be developed to exemplify adequate and inadequate applications of marketing theory which already exist in higher education. These case studies could then be used as training devices. In addition, training in marketing theory is needed along with a means of applying it to the admissions process. For example, Kotler (1975) describes a "marketing audit" which can be used to examine marketing practice and to increase marketing efficiency at one's institution.

In-service training similar to the above outlined pre-service training needs to be conducted. Seminars, workshops, and practical workbooks need to be developed and offered throughout the country. Some admissions directors may choose to make use of the marketing expertise of faculty in their colleges and departments of business administration. Nonetheless, admissions officers should have the opportunity to learn marketing principles and techniques and learn to apply them to their particular situation.

APPENDIX A
ROUND ONE MAILOUT

P. O. Box 252
Manhattan, KS 66502

July 28, 1982

Dear Director of Admissions:

Congratulations! You have been selected to participate as one of a panel of admissions experts in a national Delphi study examining admissions practices as they relate to older students.

Your participation is essential for the generation of definitive information on recruitment of students twenty-five years old and older.

If you complete the attached questionnaire and the remaining two questionnaires, you will be sent a detailed report of recruitment techniques for older students and skills and competencies needed by admissions personnel to accomplish the recruitment of older students. These lists could help you in your recruitment practices and in the hiring of personnel to help implement these recruitment practices.

Three rounds of questionnaires will be mailed to you at approximately three week intervals. The first round, which is attached, involves two open-ended questions. The second round will involve a checklist rating scale of the responses from round one. The third round will involve a comparison of your rating and the median rating from round two. Each of these questionnaires should take you no more than fifteen minutes.

You've probably received a number of questionnaires with promises of summary reports from researchers. If you complete all three rounds of this study, you will receive a report. If you are doubtful, call me at my toll free number, (800) 255-2757 at Kansas State University. In fact, if you have any questions concerning this questionnaire, please feel free to call me.

Thank you for your time and expertise.

Sincerely,

Thomas W. Fauquet
Researcher
Kansas State University

Attachment

OLDER STUDENT RECRUITMENT--QUESTIONNAIRE I

Respondent's Name _____

Institutional Address _____

DIRECTIONS:

In the space below each question, please list as many answers as you can. If you need additional space, please feel free to attach an additional sheet of paper. This round is basically a "brainstorming" type activity. When you are finished, please put this sheet of paper in the attached stamped envelope and mail it back to the researcher by August 13, 1982. If you lose the envelope, please mail your response to Thomas W. Fauquet, P. O. Box 252, Manhattan, Kansas 66502. PLEASE NOTE: QUESTION II IS ON THE BACK SIDE OF THIS SHEET.

- I. What specific METHODS and ACTIVITIES should be developed and implemented during the next decade to attract OLDER STUDENTS (25+) to baccalaureate programs in colleges and universities?

(QUESTION II IS ON THE BACK SIDE. PLEASE DON'T FORGET IT.)

- II. What SKILLS and COMPETENCIES will admissions officers need to recruit older students (25+) during the next decade?

APPENDIX B
ROUND TWO MAILOUT

August 30, 1982

P. O. Box 252
Manhattan, KS 66502

Dear Colleague:

We have received a wealth of exciting ideas in the first round of the "Older Student Recruitment" research study. You and your peers have contributed many interesting and innovative suggestions which will be of help to all of us in the admissions field.

Now the critical review process begins. I have enclosed a quarter and would like you to have a cup of coffee on me while you look over the enclosed compilation of responses from Round I. I think you will enjoy learning of the ideas and thoughts of your 70 compatriots from around the country. You have been given space to rate each idea according to a scale given in the directions. This will enable you, our panel of experts, to establish priorities in the area of older student recruitment. After your responses have been tallied, the third and final survey will be sent to you. Each statement will be listed again, this time with the average rating. You will be given the opportunity to express your agreement or disagreement with the average of the group at large.

Your help has been invaluable thus far and I am awaiting with great interest your rating of the enclosed items. Please return your completed questionnaire by September 15.

And enjoy that cup of coffee!!

Sincerely,

Thomas W. Fauquet
Researcher
Kansas State University

OLDER STUDENT RECRUITMENT
QUESTIONNAIRE II

NAME _____

INSTITUTION _____

DIRECTIONS: Below are two lists of answers provided by you and your colleagues to the first questionnaire. Above each list is a rating scale. Before each response, fill in the rating which you think is most appropriate. Please return this by September 15 in the attached envelope.

QUESTION I: What specific METHODS and ACTIVITIES should be developed and implemented during the next decade to attract OLDER STUDENTS (25+) to baccalaureate programs in colleges and universities?

RATINGS: (1) Always needed, (2) Highly needed, (3) Moderately needed, (4) Seldom needed, (5) Never needed

RATING

ADMISSIONS AND REGISTRATION PROCEDURES

- | | |
|-------|--|
| _____ | 1. Have special admissions criterion for older students |
| _____ | 2. Waive ACT and SAT as entrance requirements |
| _____ | 3. Gear correspondence to older students' concerns |
| _____ | 4. Gear publications to older students |
| _____ | 5. Have a special office for older students' admissions |
| _____ | 6. Have a special counselor for older student admissions |
| _____ | 7. Evaluate life experiences as an admissions procedure |
| _____ | 8. Simplify admissions procedures for older students |
| _____ | 9. Eliminate strict application deadline for older students |
| _____ | 10. Admit older students provisionally to allow them to prove themselves |
| _____ | 11. Administer skill inventories to determine if needed competencies are possessed |
| _____ | 12. Do market research to determine potential older students' interests and needs |
| _____ | 13. Do research on older students' concerns and anxieties about going to college |
| _____ | 14. Allow part-time enrollment |
| _____ | 15. Provide credit for life and work experience |
| _____ | 16. Provide academic testing for credit (test-out option) |
| _____ | 17. Provide placement exams |
| _____ | 18. Allow registration by telephone |
| _____ | 19. Allow registration by mail |
| _____ | 20. Set up one stop/one step registration |
| _____ | 21. Provide off-campus registration options |

CAREER DEVELOPMENT ACTIVITIES

- | | |
|-------|--|
| _____ | 22. Provide career counseling for older students |
| _____ | 23. Provide mini-workshops on careers for older students |

RATINGCAREER DEVELOPMENT ACTIVITIES (Cont'd)

- _____ 24. Provide career placement and development geared to older students
- _____ 25. Maintain career placement files of academic work and recommendations
- _____ 26. Provide career development counseling to assist with midlife career changes, loss of employment, and marriage-related changes
- _____ 27. Provide internships for older students to aid in job search
- _____ 28. Indicate relationship between a particular course of study and a career or job
- _____ 29. Offer cooperative education programs for older students

COUNSELING AND ADVISING

- _____ 30. Provide personal and academic counseling geared to older students
- _____ 31. Provide peer counseling for older students
- _____ 32. Suggest nontraditional degree programs when appropriate
- _____ 33. Provide older students information concerning BA level educational opportunities
- _____ 34. Provide personnel testing normed for adults
- _____ 35. Make counseling and advising available to all times institution is open

CURRICULUM MODIFICATIONS

- _____ 36. Provide classes to expand older students' horizons (e.g., philosophy and psychology) with discussions on how they view life
- _____ 37. Provide courses directed at job retraining for people with outmoded skills
- _____ 38. Provide business management courses
- _____ 39. Provide a "Back to School" course to help returning students
- _____ 40. Provide self-enrichment courses
- _____ 41. Provide a word processing course
- _____ 42. Provide remedial courses for older students who need them
- _____ 43. Offer courses that are recreational in nature
- _____ 44. Offer general studies degree program
- _____ 45. Offer courses that challenge older students and capitalize on their experience
- _____ 46. Utilize citizen curriculum advisory groups
- _____ 47. Offer Elderhostel programs
- _____ 48. Package degree programs to provide specific focus and definite time span
- _____ 49. Work with business and industry to design courses and programs that meet their needs

RATINGFINANCIAL AID

- _____ 50. Offer discounts procedures or fee waivers to part-time adults
- _____ 51. Make payment plans flexible
- _____ 52. Charge only for student services used
- _____ 53. Encourage employers to support worker participation through benefits, time off, tuition assistance
- _____ 54. Offer special financial plans
- _____ 55. Offer financial counseling
- _____ 56. Offer financial aid (tuition and fees only) for part-time students
- _____ 57. Make students over 25 eligible for financial aid
- _____ 58. Offer senior citizen discounts
- _____ 59. Commit the institutional financial resources to scholarships and loans
- _____ 60. Encourage older students to keep jobs while in school
- _____ 61. Offer free courses of short duration to entice prospective students

FACULTY SENSITIVITY AND TEACHING PRACTICES

- _____ 62. Improve faculty staff awareness of the older students' needs
- _____ 63. Encourage class participation of older students
- _____ 64. Train instructors in teaching adults
- _____ 65. Provide tutorial options to class attendance
- _____ 66. Use computer aided instruction so that students can continue education at home
- _____ 67. Make staff/faculty available when the older students are on campus
- _____ 68. Expand the use of videotaped courses
- _____ 69. Use more seminar type courses to encourage class participation
- _____ 70. Cut class size to 10-12
- _____ 71. Ensure that influx of older students doesn't adversely affect departmental staffing

OFF-CAMPUS PROGRAM OPTIONS

- _____ 72. Offer courses where older students live and work
- _____ 73. Accept more correspondence course work
- _____ 74. Provide independent directed study options
- _____ 75. Use junior/community colleges classrooms to provide selected majors in population centers
- _____ 76. Offer teleconferencing/telebridge courses
- _____ 77. Offer Bachelor of Independent program
- _____ 78. Offer open university courses on radio and television

RATINGRECRUITMENT TECHNIQUES

- 79. Search for second career persons
- 80. Develop promotional materials that communicate that older students are welcome and do attend
- 81. Send promotional materials to beauty parlors, libraries, and fairs
- 82. Offer "bring a friend night" for older students
- 83. Distribute promotional materials at professional conferences
- 84. Use testimonials in advertising
- 85. Sell gift certificates
- 86. Recruit parents of current local 18-24 year old students
- 87. Give Welcome Wagon promotional materials
- 88. Recruit in retirement groups
- 89. Offer a discount coupon in newspaper ad
- 90. Advertise with newspaper, local magazines, radio, TV aimed at older students
- 91. Advertise that you meet older students' needs, e.g., time, location and financial aid to accommodate the older student
- 92. Use media to establish an awareness of special programs for older students
- 93. Speak to local groups of adults
- 94. Set up college fairs and educational information days at malls and other shopping locations
- 95. Offer "visitation days"--(attend a class, have lunch and meet older students)
- 96. Recruit people taking noncredit continuing education courses
- 97. Provide information concerning older student programs to alumni
- 98. Visit churches
- 99. Make home visits
- 100. Establish better ties with employers and community agencies
- 101. Work with community education directors, community college counselors for referrals
- 102. Develop a regional list of potential older students
- 103. Use the telephone as a marketing device
- 104. Use direct mail marketing to adults
- 105. Organize an exposition of local educational opportunities for lifelong learners
- 106. Show benefits of going back to school in promotional literature

SCHEDULING

- 107. Provide more late afternoon, evening, Saturday, and weekend classes
- 108. Encourage part-time enrollment in day-time courses

RATINGSCHEDULING (Cont'd)

- 109. Provide evening degree programs
- 110. Provide holiday classes
- 111. Provide lunch hour classes
- 112. Provide intensive summer courses which can be completed on a two-week vacation
- 113. Provide courses which can be completed in one weekend
- 114. Open all campus offices one night per week

SUPPORT SERVICES

- 115. Establish adult student center for adult student services
- 116. Provide orientation program for older students
- 117. Offer noncredit "brush up" courses
- 118. Provide longer hours for food service
- 119. Offer "Prep for CLEP" classes
- 120. Offer study skills workshops
- 121. Provide support groups of older students funded by the institution as a student activity
- 122. Provide self-development labs to teach needed competencies
- 123. Establish interaction groups of older students with faculty hosts
- 124. Link older student alumni with new older students to help them get started
- 125. Provide for child care (free or subsidized)
- 126. Broker car pool linkages
- 127. Encourage public transportation to accommodate evening and weekend older students
- 128. Set up tutoring program
- 129. Provide recreational opportunities for older students
- 130. Make parking available, near classes
- 131. Maintain after hours hotline for older students
- 132. Establish a lounge for older students
- 133. Involve older students in planning services
- 134. Recognize older students for academic honors
- 135. Include older students in campus organizations and honorary societies
- 136. Establish older students column in campus and/or local paper
- 137. Provide housing alternatives, e.g., married student housing, on-campus housing, and off-campus subsidized housing
- 138. Establish an information bank of off-campus housing
- 139. Provide physical space for older students to study, eat/prepare meals, or even spend a night

QUESTION II: What SKILLS and COMPETENCIES will admissions officers need to recruit older students (25+) during the next decade?

RATINGS: (1) Always needed, (2) Highly needed, (3) Moderately needed, (4) Seldom needed, (5) Never needed

RATING

SKILLS NEEDED BY ADMISSIONS PERSONNEL

- | | |
|-------|--|
| _____ | 1. Counseling |
| _____ | 2. Analytical |
| _____ | 3. Communications |
| _____ | 4. Management |
| _____ | 5. Advertising |
| _____ | 6. Networking |
| _____ | 7. Individual problem solving |
| _____ | 8. Benefit analysis |
| _____ | 9. Attention to detail |
| _____ | 10. Curriculum development |
| _____ | 11. Selling |
| _____ | 12. Public speaking |
| _____ | 13. Evaluating nontraditional learning |
| _____ | 14. Marketing research |
| _____ | 15. Program marketing to older students |
| _____ | 16. Ability to work with business and industry |
| _____ | 17. Ability to work with faculty |
| _____ | 18. Ability to reach older students in work settings |
| _____ | 19. Planning skills |
| _____ | 20. Organizing skills |
| _____ | 21. Assessing older students potential for academic work |
| _____ | 22. Advising |
| _____ | 23. Persuading |
| _____ | 24. Decision making skills |
| _____ | 25. Ability to design and write brochures |
| _____ | 26. Ability to work with campus publications people |
| _____ | 27. Human relations skills |
| _____ | 28. Career planning skills |
| _____ | 29. Ability to track down answers to unusual questions |
| _____ | 30. Writing skills |
| _____ | 31. Public relations ability |
| _____ | 32. Research skills |
| _____ | 33. Ability to make community contacts |
| _____ | 34. Data processing skills |

KNOWLEDGE NEEDED BY ADMISSIONS PERSONNEL

- | | |
|-------|---|
| _____ | 35. Needs of older students |
| _____ | 36. Career information |
| _____ | 37. Graduation requirements |
| _____ | 38. Demographics of older students at your college |
| _____ | 39. College's programs |
| _____ | 40. Occupational opportunities in relation to academic majors |

RATINGKNOWLEDGE NEEDED BY ADMISSIONS PERSONNEL (Cont'd)

- | | |
|-------|---|
| _____ | 41. Nontraditional learning experiences in the community |
| _____ | 42. Industry and its needs |
| _____ | 43. Transcript evaluation |
| _____ | 44. Transfer articulation agreements |
| _____ | 45. Other educational programs in your area |
| _____ | 46. Self-improvement opportunities for older students |
| _____ | 47. Knowledge of tests evaluating nontraditional learning |
| _____ | 48. ACE guide for evaluation of military and employer training |
| _____ | 49. Credit for experience formulas |
| _____ | 50. Veterans administration programs |
| _____ | 51. Financial aid |
| _____ | 52. Institutional policies |
| _____ | 53. Child care needs and services available |
| _____ | 54. Job market in your area |
| _____ | 55. Older students' programs at other institutions |
| _____ | 56. Academic fields |
| _____ | 57. Adult development and learning theory |
| _____ | 58. The dynamics of grief as it relates to adults in transition |
| _____ | 59. Knowledge of how to use public media effectively |

EXPERIENCE NEEDED BY ADMISSIONS PERSONNEL

- | | |
|-------|---------------------------------------|
| _____ | 60. Work outside higher education |
| _____ | 61. Work with adults |
| _____ | 62. Academic work as an older student |
| _____ | 63. Generalist academic background |

PERSONAL CHARACTERISTICS NEEDED BY ADMISSIONS PERSONNEL

- | | |
|-------|---|
| _____ | 64. Enthusiasm for higher education |
| _____ | 65. Enthusiasm |
| _____ | 66. Over 25 years old |
| _____ | 67. Belief in service orientation of admissions |
| _____ | 68. Willingness to work odd hours |
| _____ | 69. Unconditional positive regard |
| _____ | 70. Flexibility |
| _____ | 71. Empathy |
| _____ | 72. Patience |
| _____ | 73. Support |
| _____ | 74. Maturity |
| _____ | 75. Sensitivity |

APPENDIX C
ROUND THREE MAILOUT

P. O. Box 252
Manhattan, Kansas 66502

October 15, 1982

Dear Colleague:

Thank you for the time and thought you put into Round II of the "Older Student Recruitment Questionnaire." On this third and final round, you will have the opportunity to see your responses from Round II compared with the group's median responses. We have listed all of your responses which differed by more than one from the median. These are the only responses with which you need be concerned. Please consider these differences and either

1) Change your rating to the median

OR

2) Explain your difference of opinion on the enclosed Discussion Sheet.

A zero (0) in "your rating" column means that you did not rate this item on the previous questionnaire. Please do so on this round using one of the two options above.

I will send the results of the study to everyone who completes this third and final round and expect to get that in the mail shortly after the first of the year.

Thank you again for your involvement. If you have any questions, please feel free to call me toll free at (800) 255-2757.

Sincerely,

Thomas W. Fauquet, Researcher
Kansas State University

Enclosure

OLDER STUDENT RECRUITMENT
QUESTIONNAIRE III

NAME _____

INSTITUTION _____

DIRECTIONS: Below are the results of the second questionnaire. To the left of the statements are the median ratings and your ratings if they differed from the medians by more than one (1). You are now given the opportunity to change your rating to the median or maintain your rating. If you wish to change your rating to match the median, simply cross it out. If you wish to maintain your rating, fill out the attached Discussion sheet. If you have a zero (0) rating, you did not rate the item previously: do so now using the options above. Please return this questionnaire and the Discussion sheet in the attached envelope by October 25.

QUESTION I: What specific METHODS and ACTIVITIES should be developed and implemented during the next decade to attract OLDER STUDENTS (25+) to baccalaureate programs in colleges and universities?

RATINGS: (1) Always needed, (2) Highly needed, (3) Moderately needed, (4) Seldom needed, (5) Never needed

YOUR RATING	MEDIAN	ADMISSIONS AND REGISTRATION PROCEDURES
_____	2	1. Have special admissions criterion for older students
_____	2	2. Waive ACT and SAT as entrance requirements
_____	1	3. Gear correspondence to older students' concerns
_____	2	4. Gear publications to older students
_____	3.5	5. Have a special office for older students' admissions
_____	2	6. Have a special counselor for older student admissions
_____	3	7. Evaluate life experiences as an admissions procedure
_____	2	8. Simplify admissions procedures for older students
_____	3	9. Eliminate strict application deadline for older students
_____	2	10. Admit older students provisionally to allow them to prove themselves
_____	3	11. Administer skill inventories to determine if needed competencies are possessed
_____	2	12. Do market research to determine potential older students' interests and needs
_____	2	13. Do research on older students' concerns and anxieties about going to college

<u>YOUR RATING</u>	<u>MEDIAN</u>	<u>ADMISSIONS AND REGISTRATION PROCEDURES (Cont'd)</u>
<u> </u>	<u> 1 </u>	14. Allow part-time enrollment
<u> </u>	<u> 3 </u>	15. Provide credit for life and work experience
<u> </u>	<u> 2 </u>	16. Provide academic testing for credit (test-out option)
<u> </u>	<u> 2 </u>	17. Provide placement exams
<u> </u>	<u> 3 </u>	18. Allow registration by telephone
<u> </u>	<u> 3 </u>	19. Allow registration by mail
<u> </u>	<u> 2 </u>	20. Set up one stop/one step registration
<u> </u>	<u> 3 </u>	21. Provide off-campus registration options
<u>CAREER DEVELOPMENT ACTIVITIES</u>		
<u> </u>	<u> 2 </u>	22. Provide career counseling for older students
<u> </u>	<u> 2 </u>	23. Provide mini-workshops on careers for older students
<u> </u>	<u> 2 </u>	24. Provide career placement and development geared to older students
<u> </u>	<u> 2 </u>	25. Maintain career placement files of academic work and recommendations
<u> </u>	<u> 2 </u>	26. Provide career development counseling to assist with midlife career changes, loss of employment, and marriage-related changes
<u> </u>	<u> 2 </u>	27. Provide internships for older students to aid in job search
<u> </u>	<u> 2 </u>	28. Indicate relationship between a particular course of study and a career or job
<u> </u>	<u> 2 </u>	29. Offer cooperative education programs for older students
<u>COUNSELING AND ADVISING</u>		
<u> </u>	<u> 2 </u>	30. Provide personal and academic counseling geared to older students
<u> </u>	<u> 2 </u>	31. Provide peer counseling for older students
<u> </u>	<u> 2 </u>	32. Suggest nontraditional degree programs when appropriate
<u> </u>	<u> 2 </u>	33. Provide older students information concerning BA level educational opportunities
<u> </u>	<u> 3 </u>	34. Provide personnel testing normed for adults
<u> </u>	<u> 2 </u>	35. Make counseling and advising available at all times institution is open
<u>CURRICULUM MODIFICATIONS</u>		
<u> </u>	<u> 2.5 </u>	36. Provide classes to expand older students' horizons (e.g., philosophy and psychology) with discussions on how they view life
<u> </u>	<u> 2 </u>	37. Provide courses directed at job retraining for people wit out-moded skills
<u> </u>	<u> 2 </u>	38. Provide business management courses

<u>YOUR RATING</u>	<u>MEDIAN</u>	<u>CURRICULUM MODIFICATIONS (Cont'd)</u>
_____	<u>2</u>	39. Provide a "Back to School" course to help returning students
_____	<u>2</u>	40. Provide self-enrichment courses
_____	<u>3</u>	41. Provide a word processing course
_____	<u>2</u>	42. Provide remedial courses for older students who need them
_____	<u>3</u>	43. Offer courses that are recreational in nature
_____	<u>3</u>	44. Offer general studies degree program
_____	<u>2</u>	45. Offer courses that challenge older students and capitalize on their experience
_____	<u>3</u>	46. Utilize citizen curriculum advisory groups
_____	<u>3</u>	47. Offer Elderhostel programs
_____	<u>2</u>	48. Package degree programs to provide specific focus and definite time span
_____	<u>2</u>	49. Work with business and industry to design courses and programs that meet their needs

FINANCIAL AID

_____	<u>3</u>	50. Offer discounts procedures or fee waivers to part-time adults
_____	<u>2</u>	51. Make payment plans flexible
_____	<u>3</u>	52. Charge only for student services used
_____	<u>2</u>	53. Encourage employers to support worker participation through benefits, time off, tuition assistance
_____	<u>2</u>	54. Offer special financial plans
_____	<u>2</u>	55. Offer financial counseling
_____	<u>2</u>	56. Offer financial aid (tuition and fees only) for part-time students
_____	<u>1</u>	57. Make students over 25 eligible for financial aid
_____	<u>2</u>	58. Offer senior citizen discounts
_____	<u>2</u>	59. Commit the institutional financial resources to scholarships and loans
_____	<u>2</u>	60. Encourage older students to keep jobs while in school
_____	<u>3</u>	61. Offer free courses of short duration to entice prospective students

FACULTY SENSITIVITY AND TEACHING PRACTICES

_____	<u>1</u>	62. Improve faculty staff awareness of the older students' needs
_____	<u>2</u>	63. Encourage class participation of older students
_____	<u>2</u>	64. Train instructors in teaching adults
_____	<u>3</u>	65. Provide tutorial options to class attendance
_____	<u>3</u>	66. Use computer aided instruction so that students can continue education at home
_____	<u>2</u>	67. Make staff/faculty available when the older students are on campus

YOUR RATING	MEDIAN	FACULTY SENSITIVITY AND TEACHING PRACTICES (Cont'd)
_____	<u>3</u>	68. Expand the use of videotaped courses
_____	<u>2</u>	69. Use more seminar type courses to encourage class participation
_____	<u>3</u>	70. Cut class size to 10-12
_____	<u>3</u>	71. Ensure that influx of older students doesn't adversely affect departmental staffing

OFF-CAMPUS PROGRAM OPTIONS

_____	<u>2</u>	72. Offer courses where older students live and work
_____	<u>4</u>	73. Accept more correspondence course work
_____	<u>3</u>	74. Provide independent directed study options
_____	<u>2</u>	75. Use junior/community colleges classrooms to provide selected majors in population centers
_____	<u>3</u>	76. Offer teleconferencing/telebridge courses
_____	<u>4</u>	77. Offer Bachelor of Independent Studies program
_____	<u>3</u>	78. Offer open university courses on radio and television

RECRUITMENT TECHNIQUES

_____	<u>2</u>	79. Search for second career persons
_____	<u>1</u>	80. Develop promotional materials that communicate that older students are welcome and do attend
_____	<u>2</u>	81. Send promotional materials to beauty parlors, libraries, and fairs
_____	<u>2</u>	82. Offer "bring a friend night" for older students
_____	<u>2</u>	83. Distribute promotional materials at professional conferences
_____	<u>2</u>	84. Use testimonials in advertising
_____	<u>4</u>	85. Sell gift certificates
_____	<u>3</u>	86. Recruit parents of current local 18-24 year old students
_____	<u>3</u>	87. Give Welcome Wagon promotional materials
_____	<u>3</u>	88. Recruit in retirement groups
_____	<u>4</u>	89. Offer a discount coupon in newspaper ad
_____	<u>2</u>	90. Advertise with newspaper, local magazine, radio, TV aimed at older students
_____	<u>2</u>	91. Advertise that you meet older students' needs, e.g., time, location and financial aid to accommodate the older student
_____	<u>2</u>	92. Use media to establish an awareness of special programs for older students
_____	<u>2</u>	93. Speak to local groups of adults
_____	<u>2</u>	94. Set up college fairs and educational information days at malls and other shopping locations
_____	<u>2</u>	95. Offer "visitation days"--(attend a class, have lunch and meet older students)
_____	<u>2</u>	96. Recruit people taking noncredit continuing education courses

YOUR RATING	MEDIAN	RECRUITMENT TECHNIQUES (Cont'd)
_____	<u>2</u>	97. Provide information concerning older student programs to alumni
_____	<u>3</u>	98. Visit churches
_____	<u>4</u>	99. Make home visits
_____	<u>2</u>	100. Establish better ties with employers and community agencies
_____	<u>1</u>	101. Work with community education directors, community college counselors for referrals
_____	<u>3</u>	102. Develop a regional list of potential older students
_____	<u>2.5</u>	103. Use the telephone as a marketing device
_____	<u>2</u>	104. Use direct mail marketing to adults
_____	<u>2</u>	105. Organize an exposition of local educational opportunities for lifelong learners
_____	<u>2</u>	106. Show benefits of going back to school in promotional literature

SCHEDULING

_____	<u>1</u>	107. Provide more late afternoon, evening, Saturday, and weekend classes
_____	<u>1</u>	108. Encourage part-time enrollment in day time courses
_____	<u>1</u>	109. Provide evening degree programs
_____	<u>3</u>	110. Provide holiday classes
_____	<u>2</u>	111. Provide lunch hour classes
_____	<u>2</u>	112. Provide intensive summer courses which can be completed on a two-week vacation
_____	<u>3</u>	113. Provide courses which can be completed in one weekend
_____	<u>2</u>	114. Open all campus offices one night per week

SUPPORT SERVICES

_____	<u>2</u>	115. Establish adult student center for adult student services
_____	<u>2</u>	116. Provide orientation program for older students
_____	<u>2</u>	117. Offer noncredit "brush up" courses
_____	<u>3</u>	118. Provide longer hours for food service
_____	<u>3</u>	119. Offer "Prep for CLEP" classes
_____	<u>2</u>	120. Offer study skills workshops
_____	<u>2</u>	121. Provide support groups of older students funded by the institution as a student activity
_____	<u>2</u>	122. Provide self-development labs to teach needed competencies
_____	<u>3</u>	123. Establish interaction groups of older students with faculty hosts
_____	<u>2.5</u>	124. Link older student alumni with new older students to help them get started

YOUR RATING	MEDIAN	SUPPORT SERVICES (Cont'd)
_____	<u>2</u>	125. Provide for child care (free or subsidized)
_____	<u>3</u>	126. Broker car pool linkages
_____	<u>3</u>	127. Encourage public transportation to accommodate evening and weekend older students
_____	<u>2</u>	128. Set up tutoring program
_____	<u>3</u>	129. Provide recreational opportunities for older students
_____	<u>2</u>	130. Make parking available, near classes
_____	<u>3</u>	131. Maintain after hours hotline for older students
_____	<u>3</u>	132. Establish a lounge for older students
_____	<u>2</u>	133. Involve older students in planning services
_____	<u>1</u>	134. Recognize older students for academic honors
_____	<u>2</u>	135. Include older students in campus organizations and honorary societies
_____	<u>2</u>	136. Establish older students' column in campus and/or local paper
_____	<u>2</u>	137. Provide housing alternatives, e.g., married student housing, on-campus housing, and off-campus subsidized housing
_____	<u>2</u>	138. Establish an information bank of off-campus housing
_____	<u>3</u>	139. Provide physical space for older students to study, eat/prepare meals, or even spend a night

QUESTION II: What SKILLS and COMPETENCIES will admissions officers need to recruit older students (25+) during the next decade?

RATINGS: (1) Always needed, (2) Highly needed, (3) Moderately needed, (4) Seldom needed, (5) Never needed

YOUR RATING	MEDIAN	SKILLS NEEDED BY ADMISSIONS PERSONNEL
_____	1	1. Counseling
_____	2	2. Analytical
_____	1	3. Communications
_____	2	4. Management
_____	2	5. Advertising
_____	2	6. Networking
_____	1	7. Individual problem solving
_____	2	8. Benefit analysis
_____	2	9. Attention to detail
_____	3	10. Curriculum development
_____	2	11. Selling
_____	1	12. Public speaking
_____	2	13. Evaluating nontraditional learning
_____	2	14. Marketing research
_____	2	15. Program marketing to older students
_____	2	16. Ability to work with business and industry
_____	1	17. Ability to work with faculty
_____	2	18. Ability to reach older students in work settings
_____	2	19. Planning skills
_____	2	20. Organizing skills
_____	2	21. Assessing older students' potential for academic work
_____	1	22. Advising
_____	2	23. Persuading
_____	2	24. Decision making skills
_____	2	25. Ability to design and write brochures
_____	2	26. Ability to work with campus publications people
_____	1	27. Human relations skills
_____	2	28. Career planning skills
_____	1	29. Ability to track down answers to unusual questions
_____	1	30. Writing skills
_____	1	31. Public relations ability
_____	2	32. Research skills
_____	1	33. Ability to make community contacts
_____	3	34. Data processing skills

KNOWLEDGE NEEDED BY ADMISSIONS PERSONNEL

_____	1	35. Needs of older students
_____	2	36. Career information
_____	1	37. Graduation requirements
_____	2	38. Demographics of older students at your college

<u>YOUR RATING</u>	<u>MEDIAN</u>	<u>KNOWLEDGE NEEDED BY ADMISSIONS PERSONNEL (Cont'd)</u>
_____	<u>1</u>	39. College's programs
_____	<u>2</u>	40. Occupational opportunities in relation to academic majors
_____	<u>2</u>	41. Nontraditional learning experiences in the community
_____	<u>2</u>	42. Industry and its needs
_____	<u>2</u>	43. Transcript evaluation
_____	<u>2</u>	44. Transfer articulation agreements
_____	<u>2</u>	45. Other educational programs in your area
_____	<u>2</u>	46. Self-improvement opportunities for older students
_____	<u>2</u>	47. Knowledge of tests evaluating nontraditional learning
_____	<u>2</u>	48. ACE guide for evaluation of military and employer training
_____	<u>3</u>	49. Credit for experience formulas
_____	<u>3</u>	50. Veterans administration programs
_____	<u>1</u>	51. Financial aid
_____	<u>1</u>	52. Institutional policies
_____	<u>2</u>	53. Child care needs and services available
_____	<u>2</u>	54. Job market in your area
_____	<u>2</u>	55. Older students' programs at other institutions
_____	<u>1</u>	56. Academic fields
_____	<u>2</u>	57. Adult development and learning theory
_____	<u>3</u>	58. The dynamics of grief as it relates to adults in transition
_____	<u>2</u>	59. Knowledge of how to use public media effectively

EXPERIENCE NEEDED BY ADMISSIONS PERSONNEL

_____	<u>3</u>	60. Work outside higher education
_____	<u>2</u>	61. Work with adults
_____	<u>3</u>	62. Academic work as an older student
_____	<u>2</u>	63. Generalist academic background

PERSONAL CHARACTERISTICS NEEDED BY ADMISSIONS PERSONNEL

_____	<u>1</u>	64. Enthusiasm for higher education
_____	<u>1</u>	65. Enthusiasm
_____	<u>3</u>	66. Over 25 years old
_____	<u>1</u>	67. Belief in service orientation of admissions
_____	<u>1</u>	68. Willingness to work odd hours
_____	<u>1</u>	69. Unconditional positive regard
_____	<u>1</u>	70. Flexibility
_____	<u>1</u>	71. Empathy
_____	<u>1</u>	72. Patience
_____	<u>1</u>	73. Support
_____	<u>1</u>	74. Maturity
_____	<u>1</u>	75. Sensitivity

DISCUSSION SHEET

DIRECTIONS: Please write the question number, the item number, and the reason your rating differs from the median. For example, "I.56--I think financial aid should only be given to full-time students." Please return this sheet and the questionnaire in the enclosed envelope by October 25. Thank you.

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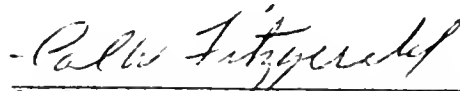
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BIOGRAPHICAL SKETCH

Thomas William Fauquet was born in Oak Park, Illinois, on May 17, 1945. He grew up in Glen Ellyn, a suburb of Chicago. He moved to Ft. Myers, Florida, at 15 and finished high school there. Mr. Fauquet majored in philosophy at Stetson University and graduated in 1966 with a B.A. He taught mathematics in a junior/senior high school for one year. In 1968, he enlisted in the Air Force and served four years in various parts of Southeast Asia. He was honorably discharged with the rank of Captain in 1972. Mr. Fauquet then did graduate work at the University of Florida and received a M.Ed. with a concentration in psychological foundations in education in 1973. During this time he was editor of a national graduate student journal, New Voices in Education. From 1974-76 Mr. Fauquet taught psychology at St. Johns River Junior College in Palatka, Florida. From 1976 until 1978 Mr. Fauquet completed the course work for a doctorate in counselor education at the University of Florida. He then was employed by the Division of Continuing Education at UF where he was successively a Conference Coordinator, Director of Conferences, and Director of Correspondence Study. In 1982, Mr. Fauquet accepted the position of Director of Sponsored Projects in the Division of Continuing Education at Kansas State University. He is responsible for all grants and contracts in the Division in addition to overseeing the Center for Faculty Evaluation and Development, the U. S. Army PRIDE Center, and the University for Man.

In 1980, Mr. Fauquet met and married Amy Holly Newberry. Their first child, John Stuart Newberry Fauquet, was born on March 18, 1982. Mr. Fauquet and his family currently reside in Manhattan, Kansas.

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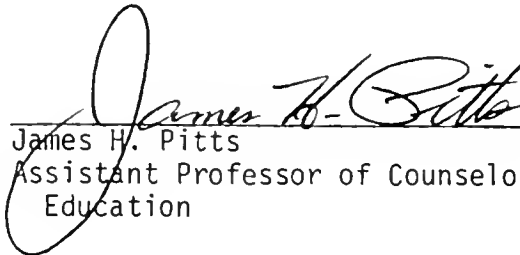
Paul W. Fitzgerald, Chairman
Professor of Counselor Education

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Harold C. Riker
Professor of Counselor Education

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James H. Pitts
Assistant Professor of Counselor
Education

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This dissertation was submitted to the Graduate Faculty of the Department of Counselor Education in the College of Education and to the Graduate School, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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Dean for Graduate Studies and Research

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